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ABSTRACT

The effectiveness of peer group counseling on self-concept among adult re-entry women in Women's Education Development Incentive (WENDI) programs and other related programs was studied to develop a set of guidelines for community college peer group counseling. The study involved using the Adult Nowicke-Strickland Internal-External Scale for pre- and post-assessment of seven WENDI counseling classes; use of Skinner's positive reinforcement learning strategies by peer facilitators in the classes; interviewing four WENDI staff personnel at Brevard Community College; on-site visits to women's programs at Phoenix and Mesa Community Colleges; interviewing counselors from two Comprehensive Education and Training Act (CETA) funded women's programs; interviewing members of one WENDI class using the nominal group process technique; comprehensively reviewing related literature; and establishing an Institutional Development Team composed of Brevard staff members. Data analysis demonstrated no significant difference from externality to internality among WENDI members at the end of the course. However, there was a positive class mean shift from externality to internality. The interviews and literature review indicated self-concept and internality were enhanced by peer group counseling, suggesting that the WENDI model can be effectively transferred to other community college high risk student target areas. (TR)

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The Development of Guidelines for Community College
Peer Group Counseling Evolving From a Study
of Programs for Adult Re-Entry Women

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Abstract of a Major Applied Research Project Presented to Nova University
in Partial Fulfillment of the Requirements for the Degree of Doctor of
Education.

THE DEVELOPMENT OF GUIDELINES FOR COMMUNITY COLLEGE
PEER GROUP COUNSELING EVOLVING FROM A STUDY OF
PROGRAMS FOR ADULT RE-ENTRY WOMEN

By

Muriel Kay Elledge

January, 1978

Over the last four years, Brevard Community College has enrolled increasing numbers of adult re-entry women through a Department of Labor grant (Comprehensive Employment and Training Act, Title I). The burgeoning number of re-entry women is also reflected nationally. The American Association of Community and Junior Colleges estimates that there are currently two million women on the campuses of two-year colleges in the United States.

The purpose of this study was to develop guidelines for community college peer group counseling. These guidelines were developed from an evaluation of the effectiveness of peer group counseling on the self-concept of the adult re-entry woman in the Women's Education Development Incentive (WENDI) program and of related programs for adult re-entry women in other community colleges. On a national scale, educational psychologists and counselors have identified specific self-concept needs of this particular student population which directly affect motivation, success, and future achievement in education.

The specific procedural strategies in this study examined the evaluation of the effectiveness of the peer group counseling experience on the self-concept of the adult re-entry woman.

The following process methodology was followed:

1. The Adult Nowicki-Strickland Internal-External Scale (ANS-IES) was utilized as the pre-assessment instrument for seven WENDI classes. A significance test of the mean gains was computed by the use of a paired hypothesis test (matched pair t-test).
2. Skinner's positive reinforcement learning strategies were utilized by the peer facilitator within the WENDI peer group counseling classes in order to create a supportive environment.
3. Four WENDI staff personnel at Brevard Community College directly involved in the peer group counseling process of the WENDI classes were interviewed.
4. On-site visits to two selected women's programs of other community colleges were made. Phoenix Community College and Mesa Community College, Phoenix, Arizona, and El Paso Community College, Colorado Springs, Colorado, were visited. Miami-Dade Community College Council for Continuing Education for Women staff were interviewed by telephone and in person at state meetings.
5. Interviews were conducted with counselors from two other CETA funded women's programs in the southeastern United States. Counseling staff from Creative Employment Project, Louisville, Kentucky, and from Challenge, Florida Junior College, Jacksonville, Florida, were interviewed by telephone and at regional meetings.
6. Interviews were conducted in one of the WENDI classes utilizing the nominal group process technique.
7. A comprehensive overview of related literature specifically including the recent studies of the American Association of Community and Junior Colleges through a grant from the Carnegie Corporation of New York, New York, was considered within the final report.
8. An Institutional Development Team was formed composed of the six

Brevard Community College staff members who would most likely be involved as change agents.

9. The set of guidelines on peer group counseling in the community college and recommendations for Brevard Community College were developed from the findings of this study.

The null hypothesis for the statistical assessment portion of the study was that the adult re-entry women in the WENDI classes demonstrated no significant difference from externality to internality at the conclusion of the six-week course. This null hypothesis was supported by the analysis of the assessment data which indicated no significant difference from externality to internality at the conclusion of the six-week course. However, there was a positive shift of the class means from externality to internality. Also, the interviewed personnel and students and the review of related literature supported the conclusion that self-concept and internality were enhanced by peer group counseling such as the WENDI model. The findings of this study suggested that the effectiveness of the WENDI counseling model could be transferred into other target areas of the community college in order to assist the community college in motivation and retention of other high risk students of both sexes. The set of guidelines developed from this study could serve for program modification in eight areas of Brevard Community College.

Results of this study will provide rationale for recommendation and implementation of suggested guidelines for revision and evaluation of WENDI program design, of special counseling needs for high risk students, of long-range planning in the Industrial Division, and of the total outreach mission of Brevard Community College.

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CHAPTER 1

INTRODUCTION

Background and Significance

Recent years have seen dramatic changes in American life, in male-female relationships, in modifications in sex roles, and in social attitudes and behavior. While sociological changes in emerging new social conventions are by no means acceptable to everyone, their existence is undeniable and their impact on American society can be easily observed. Despite this, important governmental and private-sector policies that intimately affect the family are still, in the main, geared to earlier value systems and beliefs.

Women have always contributed to the nation's economy. In addition to meeting their domestic responsibilities, they have, especially in earlier times, earned income for their families by producing goods at home for sale in the market. What is new in the twentieth century, however, is the increasing proportion of women working away from their homes. In 1920, 20 percent of all women sixteen and over were in the work force. Women's labor force participation has risen steadily since then, accelerating during the 1960's and reaching 43 percent in 1970. By the end of 1976, nearly half of all women were working or looking for work, making up approximately 41 percent of the labor force. (Pifer, 1976)

The fact is, women are being drawn into the labor force today, not as in World War II by a temporary crisis, but by powerful economic, demographic, societal, and far-reaching attitudinal changes. It is pointless, therefore, to try to judge on moral, social, economic, or any other ground, whether

working women are harmful to the nation or not. Women must work, they want to work, and their labor is needed. Recognition of these realities should help to institute new policies that not only make appropriate accommodations but spur wide-ranging reforms in many areas of life. This economic thrust of women in the labor market from a societal background in which one out of seven households in the United States is headed by a woman, and the dreary statistic in which one-third of these female-headed households is below the poverty level (U.S. Department of Labor, 1977) emphasizes the economic problem of the adult re-entry woman. The majority of the women who enter the labor market out of economic need do so in low level and in dead-end positions primarily because of lack of training in marketable skills.

Consequently, there is an educational movement concurrent to the economic push of women into the labor market. This concurrent movement is drawing women into education, primarily into the community oriented two-year college. (Pifer, 1976)

Karelius-Schumacher (1977) identified a new kind of student appearing on college and university campuses across the nation. The student is female, older than the traditional college student, usually between thirty and forty-five years old, married, a mother and a homemaker. A few years ago this type of student was considered only a dilettante, a bored housewife, enrolled in one art appreciation class to take her away from the prison that her suburban dreamhouse had become. Now this female is a student who is taken seriously by the college administration, faculty, and other students. The search for economic skills or a meaningful lifestyle in one's life is not limited to mature women who have completed the mothering cycle of their lives. However, this particular group represents a significant population in the college community. Programs and activities geared

to the eighteen to twenty-one year old coed no longer meet the needs of these students. College personnel and guidance counselors have begun to design support service programs that deal with the particular needs of these students. (Karelius-Schumacher, 1977)

Eliason in the Community and Junior College Journal states:

There should be a greater awareness among administrators, trustees, and budget planners of the economic impact that the new wave of women is having and will continue to have on the future of two-year colleges . . . New models for counseling, placement, and financial aid for women students are needed. Colleges must give more effective support and assistance to women who seek training in non-traditional fields. Moreover, traditional areas of study need to be broadened to include a wider range of possibilities for economic independence. (April, 1977, 29)

Over the past few years the number of women attending community colleges has increased markedly. Nearly five million students currently attend community and junior colleges across the country. About half of these are women. These students represent approximately one-third of all undergraduate students in higher education, and about half of entering freshman. (Eliason, Community . . . , 1977)

Brevard Community College, as well as other institutions in Florida and nationwide, is feeling the impact of the return of the mature woman to school. Regardless of socioeconomic status, most returning women have certain key characteristics in common. The most common characteristic of the adult re-entry woman is the pervasive lack of self-confidence in her own ability. This lack of self-confidence is brought about by a multitude of societal reasons such as depression, identity crises, and low self-concept. (Self, 1969)

Brevard Community College, with internal Staff and Program Development funds and external funding from the Comprehensive Employment and Training Act, 1973, Title I (CETA), developed a six-week vocational readiness course, Women's Education Development Incentive (WENDI). The six-week

WENDI intensive peer group counseling experience addresses itself as a re-entry program for the specialized problems of the adult woman who seeks to enter college, to enter vocational training, or to receive career counseling for entry into the world of work. WENDI is one of two CETA grants for women that operates from the Office of Continuing Education for Women, an institutional division of Brevard Community College. The second program, Work Opportunities for Women (WOW), is addressed to enrolling disadvantaged women (according to CETA economic guidelines) into non-traditional vocational-technical training at Brevard Community College, on-the-job training, and direct job placement. There has been interfacing of clients between the two grant operations, WENDI and WOW; and, therefore, occasional reference will be made to WOW.

Since the most common characteristic of the re-entry woman has been identified as low self-concept, the focus of this Major Applied Research Project was the development of guidelines on community college peer group counseling evolving from a case study of self-concept in the WENDI program and other related programs for adult re-entry women.

The critical significance of the project to Brevard Community College as an educational institution is the real possibility for change in the orientation, counseling, and teaching strategies for the ever increasing numbers of adult students entering the community colleges. Other specific reasons for the institutional appropriateness of this study are as follows:

1. October, 1977, began the fourth year of operation for the CETA funded women's program at Brevard Community College; and, therefore, institutional evaluation was in order since the WENDI program has the enhancement of self-concept as one of its primary peer group counseling objectives.
2. Formative evaluation of the women's re-entry program at Brevard

Community College was vital for continued refunding from the CETA Prime Sponsor, Brevard County Commission. The total yearly average of federal support amount of \$200,000 for operating the current women's comprehensive program is highly significant to the college in community service outreach and vocational training to disadvantaged women. Even though the college supports the Office of Continuing Education for Women with a modest continuing education budget, the college could not possibly maintain the staffing level nor legally pay client stipends to disadvantaged women for vocational readiness or skill training without external funding.

3. The final results of this study could influence other significant areas of the institution such as Student Services in re-evaluating its counseling and teaching strategies in CETA training projects and in special programs for high-risk youth.

4. Brevard Community College's WENDI program was designated an exemplary program by the Association of Community College Trustees (ACCT) and the Carnegie Corporation's report, The Status of Women in Two-Year Colleges (1977), through the American Association of Community and Junior Colleges (AACJC). Therefore, President Maxwell C. King of Brevard Community College supported this study since the WENDI program is beginning to be utilized as a role model by other colleges such as Arizona Western Community College, Yuma, Arizona, and the Community College of Toledo, Toledo, Ohio.

5. Evaluation was requested by the ACCTion Consortium's Resource Development Component, Brevard Community College, since the WENDI program is being utilized as an operational model for re-entry women into the community college. Workshops with the objective of assisting other two-year colleges to implement a woman's program similar to the WENDI program were scheduled for Colorado Springs, Colorado, 1977; Pittsburgh, Pennsylvania,

1978; and Atlanta, Georgia, 1978.

The community and the college faculty have a large stake in discovering and utilizing effective methods of increasing educational success for the non-traditional student who enters the community college in significant numbers. Adult re-entry women are doing just that. Roueche and Kirk state:

Community junior colleges are pioneering in the development of individualized instructional materials and strategies to better accommodate the entering student where he is--not at some arbitrary starting point. (Roueche and Kirk, 1974: 8)

The educational process of Brevard Community College and other institutions of higher learning will be improved when successful motivation strategies are disseminated to the teachers and counselors who are in immediate contact with students. Community colleges, with their democratic "open door" admissions policies, have found successful motivation strategies for students are imperative. In particular, those high-risk students who enter from the community with inherent, specialized needs and learning motivation deficiencies, such as the adult re-entry woman, will be more effectively served by the community college.

Major Issues and Research Questions

Related research questions that are directly associated with the major purpose of the study are:

1. How can student orientation techniques for the high-risk students be structured so that positive reinforcement is utilized to enhance self-concept, and consequently, learning motivation?
2. How can counseling strategies emphasize the enhancement of self-concept initially so that counseling will be more effective in personal counseling and in vocational counseling?
3. How can peer group counseling utilizing similar techniques to the WENDI program be replicated in student services, in developmental

courses in counseling women into non-traditional, vocational-technical training, and in remedial situations in the "open door" community college?

Hypotheses

There was no formal hypothesis for the primary purpose of the Major Applied Research Project; however, a null hypothesis for the statistical segment of the Methodology and Procedures chapter was utilized for only that portion of the study. That particular hypothesis was stated as a null hypothesis in that the adult re-entry women in the WENDI classes demonstrate no significant difference from externality to internality at the conclusion of the six-week course ($P < .05$).

Definitions of Terms

1. ACCTion Consortium: A consortium of 115 two-year institutions funded by Title III, HEA, 1965, Developing Institutions. Four community colleges: Brevard Community College, Florida; Hesston College, Kansas; Kirkwood Community College, Iowa; and Tri-County Technical College, South Carolina, have primary coordination of services to approximately thirty colleges each in the areas of Research Development, Student Services, Community Services, and Instructional Services.
2. Adult Re-Entry Woman: A woman over twenty-two who seeks to enter/re-enter the community college for counseling, preparatory to entering further educational training or the labor force.
3. CETA: An acronym that stands for a law administered by the U.S. Department of Labor, the Comprehensive Employment and Training Act, 1973. This act replaced the Manpower Development and Training Act of 1962 by CETA with its shift toward decentralization. Federal funds are distributed under principles of special revenue sharing to prime sponsors, mainly state, city, and county governments with a minimum of federal direction on program

design and operation. The Title I of CETA is primarily concerned with training and is the principal funding source of WENDI. The major thrust of the entire CETA legislation is on the economically disadvantaged, the unemployed, and the underemployed. The Carter Administration plans additional CETA titles with special emphasis on youth in 1977 and 1978.

4. Locus of Control: A theory of self developed into a forty point assessment instrument, which indicates the internality or externality of a subject on the scale. The locus of control construct was validated in the form of the ANS-IES instrument by Roueche and Mink, Department of Labor, the University of Texas. The mean for adults in the community was 10.96 and the standard deviation was 5.61. Internality is correlated with high self-concept and self-esteem. (Roueche and Mink, Improving . . ., 1976)

The impetus for the development of the locus of control construct of the ANS-IES emerged from Rotter's Social Learning and Clinical Psychology (1954). Internal-external locus of control refers to the extent to which persons perceive contingency relationships between their actions and their outcomes. Those individuals who believe that they do have some control over their destinies are called "internals," i.e., they believe that some control resides within themselves. "Externals," on the other hand, believe that their outcomes are directed by agents or factors extrinsic to themselves such as fate, luck, chance, or powerful others.

The reliability/homogeneity, and validity of the ANS-IES has indicated good stability, and Nowicki and Duke (1973) report several studies indicating ANS-IES scores relate to psychopathology, anxiety, and motivation as social learning theory would predict. (Roueche and Mink, Improving . . ., 1976)

5. Non-Traditional Training: Training that has been usual for men in Florida but unusual for women such as training in masonry, machine tools, auto mechanics, computer programming, or welding.

and (e) a capacity of self-direction. In summary, a collection of individuals becomes a group when there is reciprocity between and among the members to accomplish a goal and an acceptance of responsibility for each other. Many counselors consider large groups of eight or more individuals to fall in the general category of guidance. For the purposes of this project, however, the peer group counseling classes evaluated will be considered peer group counseling because of the intent of the WENDI curriculum treatment. (Shertzer and Stone, 1971)

7. Self-Actualization: The need for self-actualization refers to the need to develop the full potentialities of the person. Self-actualizers are described as healthy personalities open to experience, democratic, accepting, understanding, caring, supporting, approving, loving, and non-judgmental. They tolerate ambiguity; their decisions come from within rather than without; they have a zest for life, for experiencing, for touching, tasting, feeling, and knowing. They risk involvement; they reach out for experiences; they are not afraid to encounter others or themselves. They believe that man is basically good, and given the right conditions will move in positive directions. (Roueché and Mink, Improving . . ., 1976)

8. Self-Concept: This term is related to identity feelings of self-esteem and self-worth. The self develops through the awareness of one's own body and through one's being treated as a single entity during childhood. A person's perception of self has an important bearing on relations with others and on emotional development. (Morgan and King, 1966)

9. WENDI: An acronym that stands for Women's Education Development Incentive, a vocational/job readiness re-entry program at Brevard Community College.

10. WOW: An acronym that stands for Work Opportunities for Women, a

vocational-oriented program for selection of women in non-traditional, vocational-technical training and job placement at Brevard Community College. WOW was funded under CETA, Title III, for 1976-1977 only.

Assumptions

1. An adequate population sample of the WENDI peer group counseling classes was assessed for data input.
2. The majority of adult re-entry women who entered the WENDI classes indicated low self-confidence and low self-concept on preliminary interviews with their counselors. The current literature in this area supports this assumption.
3. All interviewed personnel, local, regional, and national, were interviewed over the identical time frame of three months.
4. All tested subjects received similar curriculum treatment by the peer facilitators in each peer group counseling class.
5. The classes selected for treatment and evaluation were typical WENDI classes.
6. Consequently, any positive shift from externality and internal-ity with the WENDI subjects tested with the ANS-IES should then also illustrate increases in self-concept, motivation, and potential learning performance.
7. Diverse ethnic and socioeconomic students were reflected in the treated WENDI classes.
8. WENDI classes encompassed a range of ages from eighteen to seventy. However, the majority were between twenty-two and forty-four. (U.S. Department of Labor, Client Intake Form . . ., 1977)
9. The results of this study as related to self-concept can be generalized to include both sexes.

Limitations

1. Practicality and feasibility prevented the comprehensive interviewing of all counselors of effective women's programs in the United States. However, selected counselors and research personnel were identified and interviewed. Eliason from AACJC was utilized to assist in the identification of other operational women's programs in the two-year college for interviewing purposes. The study of only women's re-entry programs introduced bias in generalizing for the development of the guidelines in the final report.

2. Personal on-site interviews were attempted whenever possible. Where time and travel funds were a limitation, however, telephone interviews were utilized.

3. Seven WENDI classes were evaluated utilizing this research design in the Fall of 1977. The assessed population sample included ninety-one women from Brevard County who enrolled in the WENDI classes.

4. The sample utilized in the class assessment was heterogeneous in age, intelligence, motivation, economic background, educational background, value systems, and intended goals. There was no attempt to control these variables since they were directly relevant to the research design of this study.

This study has aroused intense institutional interest because of the increasing number of adult re-entry women at Brevard Community College and the concern over how best to serve their specialized needs. Over two thousand individual women have graduated from the courses in the WENDI program alone, and because of the impact of the new, expanded vocational-technical training recruitment for women (WOW), over forty-seven economically disadvantaged women are currently in skill training in the Industrial Division of Brevard Community College.

In summary, this chapter has introduced the subject, addressed background and significance, posed the research questions, stated the pertinent hypothesis, defined terms, and stated assumptions and limitations.

CHAPTER 2

REVIEW OF RELATED LITERATURE

Review of the Literature

A review of related literature placing the subject of this study into a significant context analyzed, first, the problem of low self-concept of the adult re-entry woman; second, the role of self-concept in learning motivation; third, peer group counseling as it related to the particular program being evaluated; fourth, the societal factors that brought this problem of increasing the low self-concept of re-entry women into national focus; and finally, the relationship of locus of control to self-concept. The literature reviewed referred specifically to females; therefore, the feminine pronouns such as she and her were utilized instead of the accepted grammatical form he, his, and him, or combinations such as he or she. However, it is assumed that the results of this study can be generalized to include both sexes. (See Assumptions)

Low Self-Concept of the Adult Re-Entry Woman

Much of the reason for the lower educational aspirations and lower self-esteem or self-concept of women is found in the attitudes of society. In order to establish an identity and to find a role in society, a child relies on models of successful people with whom she could identify. For a girl, problems in the development of a positive self-image and self-esteem grow out of the reinforcement of the idea that a woman is considered less important or less adequate. Although they seem to have "made it," many women who do enter careers do so with negative feelings about

themselves despite obvious academic successes. Consequently, a girl may see herself as having little choice but to identify with the somewhat vague and scatterbrained conventional view of the feminine style as the only alternative to being termed too "aggressive" or "castrating." This can seriously compromise her personal development. (Nadelson, 1974)

Also, girls receive less encouragement from their parents and from society at large to achieve at high levels. A characteristic that women have in common with other groups of people who have not been a part of the dominant culture is the problem of diminished self-concept. Just as members of ethnic minorities have been encouraged to set their aspirations "realistically" for jobs that would be "open" to them, women have been encouraged to think about elementary school teaching rather than college teaching, about typing instead of business management, and about becoming nurses rather than doctors. These constant reminders of a secondary role in society take their toll, and the results are clearly evident in the research. With sexual and occupational roles of women changing in our society, colleges cannot ignore these social role changes in counseling and educating young women as well as re-entry women because by increasing the self-concept of these women, learning motivations and aspirations will be enhanced. (Cross, Beyond . . ., 1974)

In 1968, a doctoral student in psychology at the University of Michigan demonstrated that the motive to achieve in women was complicated by ambivalence, since to achieve academically--to be tops in academic performance--to beat others out in competition--might result in a loss of love, a loss of popularity, a threat to the woman's sense of femininity. She showed, among other things, that women college students who had proved proficiency in certain tests showed a decrement in performance when the task was performed under competitive conditions--particularly

when the competition was with men. Furthermore, the more competent the woman, the more conflicted she was about achievement. She demonstrated what has become known as fear of success in women. Horner's research is only one example of a number of areas of psychology where new insights about basic psychological processes are emerging because women are now being studied as thoroughly as men. (Hoffman, 1974)

Changes in the areas of life expectancy, fertility control, general health, and occupational risks have been far-reaching. With these positive changes, many of the supports that women have counted on, such as extended family settings and stability of geographic location, have also vanished. Today's woman finds that her struggle has not changed; her options remain limited. The middle class woman (who presumably has some choice) finds herself faced with greater conflict. She is encouraged to have a small family, to develop herself, and to avoid over-dependency on her children. But she is also told that her role as a mother is primary and that she must devote herself to her children because she is the important influence in their lives.

The woman, therefore, finds herself in a classic double bind. With a long life span, labor saving devices, and intelligence, she is discouraged from pursuing areas of productivity outside of her home. To further complicate the picture, a woman finds that the kinds of administrative and organizational skills which call upon more active assertive traits are also part of her "traditional role." (Nadelson, 1974) A woman is expected to function assertively as a wife and mother, using those aspects of her personality which she has been discouraged from developing. There are very real contradictions between the passivity and compliance expected of women in relation to men and the authority and activity expected in the role of mother and caretaker of children. These contradictions in activities

do require decisiveness, resourcefulness, and flexibility which are not part of the traditional "role." Consequently, when a woman has grown up in a world of traditional mores, media, and literature which sees her as second class, she will incorporate that image into her own self-image and bear the additional psychological burden of having to prove herself first class or of being defeated because she believes that she is, indeed, second class. (Nadelson, 1974)

In a group therapy study of women students at the University of Georgia by Killeen and Jacobs (1976), research indicated that the problems of the women students were related directly to feelings of low self-esteem.

The group members regard themselves as unworthy of attention and love, and they interpret the indifference of other people to their needs as proof of this unworthiness. They also feel inhibitions about communicating wants or desires, and as a result, their behaviors are often non-assertive. They perceive themselves as having little control over their lives and hesitate to express themselves or to take action on their feelings. This ineffective communication pattern leads them to believe they have a unique difficulty in interpersonal relationships, a feeling that serves to lower their self-esteem even further. (p. 552)

Anderson of Virginia Western Community College posited these significant factors regarding the re-entry female student that were being assisted by the counseling services at the college. Six out of his ten conclusions were related to self-esteem. Anderson concurred that female esteem needs are traditionally acquired through the status-oriented roles of the husband, thus never establishing socially recognized status roles to satisfy personal needs for self-esteem, uniqueness of personality and purpose. Typically, women who assume traditional female roles lack self-esteem, self-confidence, and achievement motivation. This traditional female role may become psychologically and socially constricting with increasing exposure to education, non-traditional female role models, and work experiences. Often resistance to assume traditional female gender roles or rejection of normative female gender roles may cause anxieties (guilt and shame) as this resistance or

rejection affects family members and other social relations associated with the traditional female role. These anxieties resulting from guilt and shame or feelings of inadequacy and low self-esteem may result from returning to or entering higher education at a time when most other adults have completed developmental tasks associated with education. Women often tended to view achievement motivation as incompatible with female gender roles. Achievement motivation to seek self-esteem, purpose, status, and fulfillment may be stress and anxiety producing. This anxiety and stress may be associated with achievement motivation as a result of the female career oriented student's inability to separate personal achievement and accomplishments from sex experiences as a source of self-esteem.

(Anderson, 1975)

Sheehy (1976) in the dynamic Passages addressed the problem of low self-concept in her chapter "Why Can't a Woman be More Like a Man . . .?" Her evidence of how such disparate experiences of passing through the twenties shaped the personality development of men and women was revealed in a major longitudinal study conducted by the Institute of Human Development of the University of California at Berkeley. It focused on a random selection of 171 men and women who grew up in the San Francisco Bay area and who were more than usually upwardly mobile for their historical time in America. Their lives were followed from birth over a period of thirty to forty years.

The trends that occurred for men only were these: across the years from junior high school into their thirties, their personal confidence steadily increased. They made strides toward greater social control and certainty. They became (in the words of the study) more dependable, productive, and assertive, increasingly valuing their independence and finding themselves capable of giving advice to their colleagues. By their thirties,

the men were aware of their own social and sexual powers and quite satisfied with themselves. At the same time, their control was achieved with the loss of some tenderness and self-expressiveness. (Sheehy, 1976)

In contrast, the women in their thirties were less sure of themselves than they had been as young adolescents, when they were far ahead of the boys. They had become "submissive, fearful, guilty, overcontrolled, and hostile." Their only developmental gains were those associated with being a wife and mother. They were more protective, introspective, and sympathetic. But even those gains were accomplished by reciprocal losses. Their sexual enjoyment had declined. They had lost youthful assurance that they were attractive as women and by now felt secure in only one role: they were mothers. (Sheehy, 1976)

Self (1969) in his paper Search for Fulfillment, Women on the Move: Some Common Psychological Problems pinpointed this low self-esteem from his extensive studies:

The most common characteristic of this group of middle-class American housewife/mothers is the pervasive lack of confidence in their own ability. Such lack of confidence, it seems, is generated from the sparse utilization of talents in a competitive and rewarding environment that the home, due to over-exposure and boredom, no longer provides. (p. 2)

Role of Self-Concept in Learning Motivation

In the study of self-concept, a brief exploration of how B. F. Skinner's positive reinforcement theory utilized in the WENDI peer group counseling treatment helps strengthen associations in instrumental learning or conditioning is in order. Whatever this type of learning is called, its important feature is that a response by the learner is instrumental in producing a reinforcing stimulus. The response which produces the reinforcement becomes stronger, that is, more likely or probable, whereas that which is not reinforced becomes weaker. Motivation is an important factor

in performance as it is related to learning through its relation to the variability of behavior.

The principles of learning theory recognize a distinction between learning and performance. How an organism performs is all that can be measured or studied; however, many kinds of behavior, even learned behavior, depend on motivation. One may say in summary that motivation is important because of its role in reinforcement and because it controls the variability of behavior. (Morgan and King, 1966)

B. F. Skinner (1968) decided that it was possible to ignore or sidestep the theoretical aspects and simply go back to the empirical law of effect and maintain that a reinforcement is simply any event which, following a response, makes the response more likely. Skinner has supplemented hypothetical mechanisms of reinforcement with a description of what reinforcements actually do to behavior. Reinforcements increase the frequency of responses which produce them, and any event that increases this frequency is, by definition, a reinforcement.

According to this view, if one is training a dog to stand up, one simply watches to see whether the incidence of standing increases when it is always followed by a certain event such as giving the dog a piece of food. If the response increases in frequency following the presentation of a certain stimulus, the stimulus is called a reinforcer. (Morgan and King, 1966) For example, in the WENDI peer group counseling experience, positive reinforcement is used continually in reinforcing every positive thought, word, or action.

In summarizing past significant studies of the adult's ability to learn, each adult learner has her own difficulties to overcome. The most haunting problem for many adults is the fear that they do not have the ability to study, to concentrate, or to remember. Many of these difficulties,

especially with the re-entry woman student, stem from a poor self-concept, perhaps from a previously poor or unsuccessful learning experience. These adults may have developed negative attitudes toward an educational institution as a result of unpleasant memories of having studied what they disliked there, without the subsequent development of favorable attitudes toward learning or the reward of successful accomplishments.

B. F. Skinner, in About Behaviorism, explained the signal importance of positive reinforcement in this passage:

The goal of self-management is often called self-fulfillment or self-actualization. Fulfillment seems to be concerned with achievement, with avoiding restraints, and discovering positive reinforcers. Actualization seems to have more to do with maximizing genetic and environmental histories in order to free a person from immediate settings. In both cases, the emphasis is clearly upon the here and now, on being or well-being or momentary becoming. (1974, p. 197)

He put forth the learning theory that by influencing emotion by positive reinforcement, one can affect positively the motivation of the student. Skinner stated specifically, ". . . we can make that something contingent on given topography of behavior, which is then strengthened, and we can bring behavior under the control of a given stimulus." (1974, p. 202)

Finally, B. F. Skinner summed up his strong conviction that positive reinforcement is significant in changing human behavior by saying:

The important difference is in the time at which the desirable results occur. In spite of the fact that many people find them objectionable, punishment and aversive control are still common, and for a single reason; those who use them are usually immediately reinforced; only the deferred results are objectionable. Positive reinforcement is at least equally powerful as a controlling measure, but its effects are usually at least slightly deferred. It is only when laboratory research demonstrates that positive reinforcement has worthwhile consequences that one learns to wait for them. (1974, p. 257)

In the past few years, a large number of experiments have been designed to assess the influence of motivation upon learning. Most of these experiments have used resistance to extinction as the measure of strength of

response. The experiments are usually designed so that various groups of animals are trained to press a lever in the Skinner box under various levels of motivation and then all are extinguished under a common level of motivation.

A key experiment that attempted to assess both direct influence of motivation upon performance and learning in the Skinner box shows very clearly that resistance to extinction is very sensitive to motivating conditions prevailing during training. It appears evident that there is a residual effect from high motivation if animals are switched to low motivation. In other words, animals trained under high motivation and then switched to low motivation will perform better than those always tested under low motivation. Since animals learn only what they do or experience, if there is little or no incentive to be active, animals will not learn much. The same argument, of course, applies to need or motivation; if an animal is to learn, it must be motivated at least enough to have the incentive to initiate activity. This does not mean that motivation and reinforcement intrinsically affect the rate of learning, but merely that if these are missing, animals will not be induced to perform complicated acts. (Deese, 1958)

It is a truism that goal-directed behavior is most persistent and enthusiastic when the learner's own instigators are operative. If a goal is clearly perceived, and if the means for reaching it are within the competence of the learner, an amazing output of energy may direct the purposeful behavior. Experiences which build up self-confidence are essential. Of importance is the requirement that the learner have a sense of urgency of work toward the achievement of her goal. (Skinner, 1958)

In concluding the psychological synthesis of learning and motivation, it is imperative that in determining learning performance, reinforcement

retains a crucial role. Continuing education for these adult re-entry women is, therefore, handicapped by self-images of low achievement and a distrust of ability in learning situations; however, many adults return to formal education fortified with a positive regard of self which lends a supportive basis for accepting the challenge of additional education. In 1973-1974, Plotsky investigated a sample of returning women students for the purpose of documenting some selective characteristics of their self-concepts as students. The results of this study supported a review of the related literature that indicated that the self-concept of the student returning to education is of importance in influencing ability to learn and interest in learning. The literature likewise suggests that the self-concept can be changed, but a positive image of self-as-a-student that the adult brings to the educational experience is necessary for the adult to benefit from a new education enterprise. This emphasis on a successful experience is important for the teacher of adults. It is necessary for each student to receive reward for effort and to enjoy a supportive atmosphere for learning so that the memory of a satisfactory educational experience may be carried through adult life. Such a memory will support a good self-concept as a student and enable the individual to further her education and continue it throughout life. (Plotsky, 1974)

Peer Group Counseling

Finally, in order to understand how positive reinforcement can enhance self-concept through behavior modification, an examination of peer group counseling is rewarding. Group counseling is a relatively new approach for many counselors, requiring a sound understanding of counseling and group dynamics. It is an approach which has basically the same objective as individual counseling but calls for a wealth of new and broader understandings. It is not individual counseling in a group, but it does call

for the establishment of a climate characterized by warmth and acceptance which allows each individual to examine herself and her choice of action. The primary objective is the establishment of intra-member-counselor relationships to help members function better outside the group.

Values of group counseling are as follows:

1. The group situation provides the individual the opportunity to redefine her perceptions of self in relation to others.
2. The group provides the opportunity for the individual to realize the worth of human relations while assisting her in appraising her values.
3. It can provide a certain element of security, especially to one who might otherwise experience anxiety in a one-to-one relationship.
4. The group experience may be valuable in aiding an individual to realize her concerns are not idiosyncratic, thus reducing her guilt feelings. This is often referred to as universalization in the group situation.
5. The group situation provides an opportunity for reality-testing and the experience of dealing with other individuals. Very importantly, since the group collectively is more apt to represent society's mores than is the individual, members' reactions are likely to be perceived as less threatening than if the counselor were to attempt to justify existing standards. The group permits the individual to experiment, which provides acceptance and understanding. In such a group the individual cannot fail. Thus, she can regain or gain self-confidence and experience that "new birth of freedom."

The essential difference between group counseling and individual counseling is that several persons interact during the therapeutic process. The group process provides a qualitative difference in experience with unique positive therapeutic potentialities. To be accepted and understood by the counselor is a satisfying experience; to be accepted and understood

by a number of individuals who are also giving of themselves is profound. (Gawrys and Brown, 1971)

The enhancement of self-concept results positively from the peer group experience, being accepted by a counselor encourages growth on the part of the individual, but being accepted by the members of the group enhances her growth potential. A group of peers has more sources of data, a wider range of reactions, and more possibilities for identification that can be provided by the counselor/facilitator alone. Finally, since behavioral change must be carried out by the individual in the outside world, learning through the influence of her peers gives her an opportunity to try out new kinds of behavior with people who are representative of those in the outside world.

The heart of peer group counseling is the effort, through group interaction, to help each individual gain different perspectives on the many experiences she has in coping with a world of change and to find through these new perspectives a personal meaning and set of values which will guide her decision making and her problem solving outside the group. Optimistically, these experiences lead the individual to examine her past behavior and attitudes and, hopefully, to internalize new values and behaviors so as to achieve a more positive self-image or self-concept. (Warner, 1971) Gilbert (1976) and Shaw (1971) illustrate the relationship between the internality of the locus of control concept and psychological adjustment.

The primary counseling strategies of the WENDI program at Brevard Community College in the intensive six (6) week, ninety hour peer group counseling course are Skinner's positive reinforcement learning strategies that are used in the WENDI curriculum in the following specific ways:

1. The entire classroom environment of peer group counseling

attempts to emphasize only the positive. Participants are discouraged from using negative "put-downs" against themselves or against any other member of the group.

2. The classroom environment attempts to be non-judgmental in that no moral evaluations are rendered or heard.

3. Positive reinforcement is consistently utilized for these learning strategies:

- a. Life-lines
- b. Role-stripping
- c. Value ranking
- d. Stem completions
- e. Evaluations of successes
- f. Strength assessment
- g. Strong Vocational Interest Blank
- h. Oral communication
- i. Career information including occupation counseling, résumé writing
- j. Simulated job interviews (emphasis on positive role-playing)

Reinforcement as a teaching strategy is crucial in WENDI classes to internalize behavior and, consequently, alter or change self-concept to a positive degree. Also, reinforcement is imperative to encourage action, goal setting, and to reinforce decision making by the WENDI participants.

The staff of WENDI is composed of a supervisor, two vocational counselors, minority outreach assistant, job placement specialist, and secretary. Sixteen part-time trained facilitators are used in the WENDI peer group counseling classes as well as in related classes such as assertiveness training. The six-week WENDI course is constructed around peer group counseling and sharing in order to build or rebuild self-confidence/self-concept, to develop self-awareness and identity, to

direct participants toward new skills and goals, and to map for each participant a course of action for the future.

Manis and Mochizuki (1972) reported a study of the target needs of adult women at Western Michigan University. The Western Michigan Counseling Center, in cooperation with the Division of Continuing Education, initiated, in 1970, a workshop program called "Search for Fulfillment." The program had two major phases. The first phase aimed to remove the psychological blocks that keep women from the choices they need to make to change life styles. The other phase was designed to give them the opportunity to assess reality, their own skills and abilities, and the opportunities available to them in their community. This study at Western Michigan University mirrored profiles of the women served at Brevard Community College:

A sense of isolation is common among married women because many of them have had to terminate schooling, employment, friendships, contacts with men, political participation, and other nonkin involvements. (p. 595)

Therefore, building self-confidence and a sense of self-worth was a vital part of Western Michigan University's program as well as a vital part of the WENDI program. Indeed, in any type of developmental education or program, the building of self-confidence, self-concept, and a sense of worth appears to be a major ingredient of success.

Societal Factors

The societal factors that have brought this problem of increasing the low self-concept of adult re-entry women students into national focus are varied. However, the total educational mission of community colleges improves when societal factors are reflected accurately and realistically in meeting the needs of the student population.

Women are seeking further education in ever increasing numbers,

prompting many colleges and universities to inaugurate special programs and services to smooth the transition from home to work or to school. Between 1960 and 1972, the number of women students between the ages of twenty-five and thirty-four tripled. Of the approximately 750,000 adults thirty-five years of age and over attending college in 1972, over half (53 percent) were women. (Rice and Goering, 1977)

Economic reasons are highly significant in the return of the mature woman to school. (Eliason, Women's Occupational . . ., 1977) Other societal factors are the stabilization of the birthrate, tendency toward smaller family units, increase of the divorce rate where ill-prepared women are economic heads of households, the current depressed state of the economy, liberalization of abortion laws, and the women's movement. (Gray, 1975) Women returning to college today are thinking of long-term advantages. When the woman enrolls today, she joins tens of thousands of women like herself who want not only enrichment but primarily the financial benefits of college. The mass entry of women with a serious desire to study into college or training reflects what the U.S. Department of Labor Women's Bureau described as the intensified desire of women to understand the forces shaping today's society and to play a role in effecting social change. (Gray, 1975)

An extensive article in the U.S. News and World Report, entitled "The American Woman on the Move--But Where?," gave these statistics: In 1975, there was a record thirty-seven million women in the nation's work force. Forty-seven percent of all women aged sixteen and over were employed. Women held two out of every five jobs in the United States. In the past two decades, nearly seventeen million women have joined the labor force, compared with less than twelve million men. If trends continue, there will be as many women as men in the nation's work force before the

end of the century. (Cross, The American Woman . . . , 1975)

The American Association of Women in Community and Junior Colleges directed a Carnegie Corporation grant study of ten exemplary college women's programs in 1977. This Carnegie study included Brevard Community College (women clients and WENDI program staff). The study surveyed almost 2,500 two-year college students with an in-depth questionnaire, almost half of them women. Over 24,000 miles were traveled, 1166 written instruments were processed by computer, and 400 oral interviews were conducted in all geographical areas of the United States with the ten selected two-year colleges which had viable women's re-entry programs. The completed study was available from the American Association of Community and Junior Colleges in fall, 1977. (Eliason, Women's Occupational . . . , 1977)

However, in a forum presented on the study in April, 1977, at the annual convention of the American Association of Community and Junior Colleges, Denver, Colorado, a comprehensive overview of data results was given by the Project Director, Eliason, AACJC, but the aspects that were pertinent to this study were, first, the definitive conclusion that the primary reason that women are mainstreaming in such great numbers into the community college and into the labor force is economic need. Fulfillment is a noted factor, but the reality of economic need supercedes the myth of a woman returning to college to learn to "meditate" or to analyze "Chaucer." However, the re-entry woman has these problems that must be addressed in order for her needs to be adequately met:

1. Programs that address the attitudinal problem of low self-concept and lack of self-confidence
2. Financial aid
3. Child care
4. Personal counseling and vocational counseling

5. Additional training
6. Education for consumer problems

The message that the AACJC interviewer received from the surveyed students was clear; they are back on the campus either to get jobs or to get better jobs, many in the so-called traditionally male occupations that not only pay better but also have a growth future. A total of 41 percent of the women in the sample were planning to enter or re-enter the work force directly from the community college. Another 21 percent planned to enter or re-enter the labor force upon completion of additional skills and credentials. (Eliason, Women's Occupational . . ., 1977)

Most of the working women, in contrast to earlier times, were married and living with their husbands and were likely to have school-age children. By last year, in approximately forty-six million intact marriages in the nation, over twenty-one million of the wives were working full or part time. As may be expected, the second largest category of female workers, now totaling more than fifteen million, was composed of individuals who were single, separated, widowed, or divorced, with divorced women showing the highest participation rates. A large proportion of this group, furthermore, had young children, reflecting the startling fact that over the past decade families headed by women on their own have grown ten times as fast as two-parent families. In the short period from 1970 to 1973, the number of female-headed families with children rose by over a million. As of March, 1975, they totaled 7.2 million--one out of over eight families in the nation. (Pifer, 1976)

Some of the forces encouraging women into the labor force are evident. (See Appendix E, p. 108, for U.S. Department of Labor table entitled, Most Women Work Because of Economic Need which illustrates the profile of women in the labor force by marital status.) Among economic factors are the need

to be self-supporting, unemployment of husbands, the effects of inflation on family budgets, changing notions of what constitutes a decent standard of living, and accelerated demand for female labor through the growth of service and technical jobs where women have been traditionally employed. Strongly associated with women's rising labor force participation are drastically lowered fertility rates. With a longer life span and two children increasingly the norm, many women are spending a shorter period of their lives raising children and thus have time available for other endeavors. More opportunities for postsecondary education have raised women's expectations and their qualifications for employment. Other factors are advances in household technologies, improved family health, and new legislation promoting equality of opportunity in education and in employment. Social attitudes are changing in that increasingly, women of this new generation are growing up believing that whatever their fate, be it a stable marriage, divorce, or remaining single, they must expect to be all or partly self-supporting, and to provide for any children they may have. (Pifer, 1976)

In recognition of these economic forces thrusting additional women into the labor market, Secretary of Labor, Ray Marshall, upgraded the U.S. Department of Labor Women's Bureau by transferring it to his own office effective January 1, 1978. Calling the concerns of wage-earning women "increasingly important," Marshall said some 55 percent of women between eighteen and sixty-five are now in the labor force. Marshall said that the transformation of traditional working patterns makes the role of the Women's Bureau even more important. This action by Secretary Marshall indicates the significance of the economic thrust of women into the labor market and their concurrent return to education. (U.S. Department of Labor, 1977)

Relationship of Locus of Control to Self-Concept

The last factor considered in this chapter is the relationship of locus of control to self-concept. Rotter can, for the most part, be thanked for the internal-external locus of control concept. The basis for its birth was his theory of social learning postulated in his 1954 book, Social Learning and Clinical Psychology. As McLaughlin (1971) pointed out, Rotter combines a Hullian approach to behavior with cognitive theory. There are four major variables in Rotter's theory which must be understood in order to appreciate it. (Rotter, Seeman, Liverant, 1962) These are: (1) the potential for behavior to occur; (2) the expectancy that these behaviors will lead to a given reinforcement in a given situation; (3) the value of the reinforcement in that situation which is the object of the behavior; and (4) the psychological situation in which the behavior reinforcement sequence occurs.

A reinforcement following a particular response or behavior strengthens the expectancy that the next time this response, event, or behavior occurs, a reinforcement will follow it. (Rotter, 1955) As Lefcourt (1966) pointed out, in Rotter's theory the potential for a behavior to occur in a given situation is based on a person's expectancy that the behavior will insure the attainment of the available reinforcement and the available reinforcement values for that person. Rotter hypothesized in his 1966 monograph, that these expectancies of reinforcement generalize from specific situations to situations that are more or less related; therefore, generalized expectancies are established in the person's mind. Rotter (1966) further suggested that as a person grows and matures she distinguishes when there are and are not causal relationships between events. A person's reinforcement history determines the degree to which a person connects her own actions with the reinforcements she obtains in life. Rotter stressed that

each new occurrence of a reinforcement provides information leading to both a change in the potential for that behavior to occur and a rise of a lowering of the expectancy for the reinforcement to occur. Therefore, the individual's expectancies change only as she sees the causal relationship between her behavior and reinforcement. (Rotter, et al., 1962)

If a person has a tendency not to see or realize the causal relationship between her behavior and the reinforcement (either positive or negative), then the occurrence of the reinforcement provides less information to her and her expectancies change less. Conversely, if a person sees the contingency between her own behavior and a reinforcement, the reinforcement will strengthen or weaken the potential for that particular behavior to happen in that same or similar situation. (Rotter, 1966)

At this point it is obvious how the concepts of internal and external locus of control came into being. An external (Rotter, 1966) is a person who does not perceive a reinforcement (one which is in actuality at least in part due to her or her behavior) as being entirely contingent upon her own behavior. Luck, chance, powerful others, are seen by the external as the cause of the reinforcement. As can be imagined, the external would not believe she could control the reoccurrence of reinforcement and thus an occurring reinforcement would provide less information about the correctness of her behavior. Because of this, the expectancies and her behavior would change to a lesser degree. (Rotter, et al., 1962) The external would be more likely to see reward and punishment or failure as due to luck, fate, chance, or powerful others and alter her behavior less--with a great likelihood that she would retain some ineffective behaviors. Basically then, externality reduces the amount of new learning that should occur due to new experiences. (Rotter, et al., 1962)

The internal, it follows, is a person who generally perceives that

an event or reinforcement is contingent upon her own behavior or her own relatively permanent characteristics. (Rotter, 1966) The internal is more open to new learning, as her expectancies and behavior will change as experience indicates is necessary--she is more realistic. Obviously, the internal does not see every event as contingent upon her own behavior--if she did, she would most likely be classified as mentally ill or unbalanced. Also, it could be mentioned that internality/externality is not a clear-cut dichotomy but more of a continuum. An internal locus of control orientation, then, means that a person feels that she can control the payoffs in life. She has the skills, abilities, or characteristics to acquire the reinforcements which she values and desires. The externality oriented person does not feel that she has personal control of the payoffs in her life. Some other factor such as luck, fate, chance, or powerful others, etc., is seen as having more influence over her life span than she does. The thesis of the theory is that internality is more desirable than externality. Externality has been shown to be positively correlated with anxiety, hostility, psychopathology; while at the other end of the continuum, there is evidence that internality is positively correlated with academic achievement, emotional adjustment, initiative, realistic aspiration level, and positive self-concept. (Roueche and Mink, Impact . . . , 1976)

Brandt (1975) showed the positive relationship between internal versus external locus of control and performance in controlled and motivated reading-rate improvement instruction. Shaw (1977) illustrated by her research that positive reinforcement enhances self-concept which results in increased learning motivation and increased learning performance. The subjects treated in her study demonstrated a shift from external behavior to internal behavior. In the use of the locus of control instrument, ANS-IES, from Impact of Instruction and Counseling on High Risk Youth, by

Roueche and Mink (1976), correlation is proved:

Another suggestive finding is that the motive to avoid success in college females was significantly, positively, correlated with external control scores. (Midgley and Abrams, 1974) This indicates that a woman who is anxious about how her success may affect her role as a female and her relationships with males may score externally to explain away her success as due to others and beyond her control. (Roueche and Mink, 1976, II-8)

Roueche and Mink indicated in their study of counseling and non-traditional students, in the case of women, it was quite apparent from the data that women express more anxiety and their anxiety increases with entry into their academic programs. If middle class women have trouble breaking into the educational and occupational systems, what are the comparative problems of a woman coming from a poor and/or minority family where there might even be a greater emphasis on getting married, being a wife and mother, and holding to a traditional sex role as opposed to becoming a pioneer and entering the higher educational field for the first time. One possible implication of this that Roueche and Mink stressed is that the community college educator needs to give more consideration to women as a separate minority group. Particularly the educator should focus on helping the women ameliorate expectations stemming from sex-role stereotypes and aid them in focusing on what they want for themselves. In this kind of program, awareness sessions, special group counseling sessions, and similar activities providing good role models of self-actualized women would be appropriate. (Roueche and Mink, Impact . . . , 1976)

From the point of view of Williams (1970), "locus of control" related to self-concept can best be manipulated in the group setting. Individuals who believe that contingencies are controlled by chance, powerful others, fate, or the unpredictable probably require the impact of group involvement to maximize social learning.

In summary to this chapter, the review of related literature discussed,

first, the problem of low self-concept of the adult re-entry woman; second, the role of self-concept in learning motivation; third, peer group counseling as it relates to the WENDI peer group counseling program; fourth, the societal factors that have brought this social problem of increasing the low self-concept of re-entry women students into national focus; and finally, the relationship of locus of control to self-concept.

Social historian Hechinger states in "Education's New Majority," (1975, p. 15), "More and more women, in particular, will turn from homemaking to careers, entering entirely new ones or retooling for those they have temporarily abandoned in order to raise children." Cross (1974), in The American Woman: Who Will She Be?, emphasizes that adult women are the most rapidly growing population. Community colleges, therefore, must cope with the specialized problems of the low self-concept of the adult re-entry woman.

CHAPTER 3

METHODOLOGY AND PROCEDURES

The methodology and procedures of this study utilized data from both primary and secondary sources. Primary data sources consisted of assessment instruments, interviews, and on-site visits to other women's programs in community colleges. Secondary data sources were utilized by reference to related literature.

The assessment instrument utilized to test the null hypothesis was the ANS-IES, Opinion Survey (see Appendix C). The null hypothesis was that the means on the pre-assessment and post-assessment instruments for the adult re-entry women in the WENDI classes demonstrate no significant difference from externality to internality at the conclusion of the six-week course ($P < .05$). Internal-external locus of control refers to the extent to which persons perceive contingency relationships between their actions and their outcomes. Those individuals who believe that they do have some control over their destinies are called "internals," i.e., they believe that some control resides within themselves. "Externals," on the other hand, believe that their outcomes are directed by agents or factors extrinsic to themselves such as fate, luck, chance, or powerful others. Internality is correlated with high self-concept and self-esteem. (Roueche and Mink, Improving . . ., 1976)

Methodology

1. A pre-assessment and post-assessment instrument was utilized in the WENDI classes (class size averaged twenty participants). The assessed

population sample included ninety-one women from Brevard County.

a. The raw scores of the pre-assessment/post-assessment instrument were computed for each participant.

b. The scores of the pre-assessment/post-assessment instrument were averaged and the two mean scores reported.

c. Pre-assessment dates were the same for all adult women participants in the WENDI classes, and post-assessment dates were the same for all adult women participants in the WENDI classes. The ANS-IES was validated at the University of Texas by Roueche and Mink (Improving . . . , 1976)

d. A significance test of the pre-assessment and the post-assessment means was computed by the use of a paired hypothesis test (matched pair t-test).

2. Skinner's positive reinforcement learning strategies were utilized by the peer facilitator within the WENDI peer group counseling classes in the following specific ways in the seven classes assessed with the ANS-IES.

a. The seven classroom environments of peer group counselees attempted to emphasize only the positive. Participants were discouraged from using negative "put-downs" against themselves or against any other member of the group.

b. The classroom environment attempted to be non-judgmental in that no moral evaluations were rendered or heard.

c. Positive reinforcement was consistently utilized for these learning strategies:

- (1) Life-lines
- (2) Role-stripping
- (3) Value clarification and ranking

- (4) Stem completions
- (5) Evaluations of successes
- (6) Strong Vocational Interest Blank
- (7) Oral communication
- (8) Career information including occupational counseling,
résumé writing
- (9) Simulated job interviews

3. Four WENDI staff personnel at Brevard Community College were interviewed who were directly involved in the peer group counseling process of the WENDI classes (two vocational counselors, the WENDI coordinator, and the most experienced WENDI peer facilitator). Interviews focused on discussion and evaluation of the effect of peer group counseling on the self-concept of the adult re-entry woman (sample interview format in Appendix D).

4. On-site visits to two selected women's programs of other community colleges were made. One of the two selected women's programs was the Council of Continuing Education for Women, Miami-Dade Community College, Miami, Florida. The other visit was made to the Maricopa County Community College District in Phoenix, Arizona. In-depth interviews were conducted with college administrators and counselors who were involved with the college's adult re-entry woman. Interviews focused on that particular college's utilization of peer group counseling, counseling strategies, and findings and conclusions on the self-concept problems of the re-entry woman student (sample interview format, Appendix D). The initial on-site visit was made to Maricopa County Community College District with site interviews coordinated by Mildred Bulpitt, Dean of Phoenix College and current President of the American Association of Women in Community and Junior Colleges (AAWCJC).

5. Interviews were conducted with counselors from two other CETA funded women's programs in the southeastern United States. The other two CETA funded women's programs interviewed in the southeastern United States were Creative Employment Project, Louisville, Kentucky; and Challenge, Florida Junior College, Jacksonville, Florida. They were selected on the recommendation of Gay Cobb, Chief, Women's Bureau, Department of Labor, Atlanta, Georgia, Region IV. Interviews focused on discussion and evaluation of the effect of peer group counseling on the self-concept of the adult re-entry woman (sample interview format in Appendix D).

6. Interviews were conducted in one of the WENDI classes utilizing the nominal group process technique (Van de Ven and Delbecq, 1972) in order to permit the adult re-entry woman to informally focus on ranking her primary needs as an individual. Results relating to self-confidence/self-concept needs were indicated in the final report.

7. The interviews took place either on-site or by telephone. The questions from the interview form provided an informal conversational format for the key questions that were to be used in the evaluation data for the final report. Responses that were emphasized in the results from this sample interview form were interview questions 7, 12, 13, 14 and 16 (see Appendix D).

8. A comprehensive overview of related literature specifically including the recent study of the American Association of Community and Junior Colleges through a grant from the Carnegie Corporation of New York, New York, was considered within the final report. The Carnegie Corporation study was a one-year grant on Women's Occupational Education including ten selected community colleges of which Brevard Community College was one of the ten studied.

9. An Institutional Development Team was formed of the six Brevard

Community College staff members who would most likely be involved as change agents. The Director of Special Projects was not included on the Institutional Development Team as indicated in the Major Applied Research Project Proposal since his responsibilities have recently shifted to the sphere of international education. The Development Team members were:

- a. The President
- b. The Assistant to the President for Program Development
- c. The Division Chairman of the Vocational-Technical School, Brevard Community College
- d. The Director of ACCTion Program, Brevard Community College
- e. The Dean of Instruction, Brevard Community College
- f. The Dean of College Wide Student Services, Brevard Community College

This Development Team reviewed the proposed project and the final report preparatory to finalizing proposals for any institutional program modification. Comments from the Development Team were included in the final report. (Institutional Development Team correspondence, Appendix F.)

10. The impact of the ACCTion Consortium on other community colleges in implementing women's programs similar to the WENDI program was reported to the Development Team in order to augment other findings of this study. (ACCTion Consortium correspondence, Appendix H.)

11. A set of specific recommendations on peer group counseling for Brevard Community College and a general set of guidelines on peer group counseling in the community college evolved from the results of this study. (Recommendations for Community College Peer Group Counseling are found in Appendix A and General Guidelines for Community College Peer Group Counseling are found in Appendix B.) Interview data, input from the Development Team, and the related literature provided the main

basis for the recommendations and guideline developmental process. The results of the project study are found in Chapter Four, Findings.

CHAPTER 4

FINDINGS

The organizational format for this chapter on the Findings will follow the order of the procedural methodology of chapter three. Data are reported for each procedural step, analysis and discussion follow, and, finally, the results are related to the research questions posited in the introduction of the study. Specific guidelines that are recommended as the product of the Major Applied Research Project are indicated and related to the discussion and analysis portion of this chapter.

A pre-assessment and post-assessment instrument, ANS-IES, was utilized in the WENDI classes. The raw scores of the pre-assessment/post-assessment instruments were computed for each of the ninety-one class participants, and the two mean scores reported for analysis purposes. (See Table 1.) Finally, a significance test of the means, pre-assessment, 10.6; and post-assessment, 10.2, was computed by the use of a paired hypothesis test (matched t-test).

TABLE 1
Results of the Matched Pair "t" Test:

	$\bar{X}$	<u>S.D.</u>	<u>S.E.M.</u>	<u>D.F.</u>	<u>t</u>	<u>P</u>	<u>t</u>
Pre-test	10.6	5.8	.61	90	.70	.49	.60
Post-test	10.2	5.7	.60				

Significance level was established at $P < .05$.

The results of the paired hypothesis test for the ninety-one women indicated that the probability of the computed gain was .49 indicating no significant difference from externality to internality for the WENDI adult re-entry women. (See Table 1.) The impetus for the development of the internal-external locus of control construct of the ANS-IES emerged from Rotter's Social Learning and Clinical Psychology (1954). Internal-external locus of control refers to the extent to which persons perceive contingency relationships between their actions and their outcomes. Internals believe that some control resides within themselves. Externals believe that their life outcomes are directed by factors extrinsic to themselves. (Roueche and Mink, Improving . . ., 1976)

Therefore, the null hypothesis for the statistical assessment portion of the study was accepted in that the adult re-entry women in the WENDI classes demonstrated no significant difference from externality to internality at the conclusion of the six-week course. Since the assessment instrument that was utilized in this study on adult re-entry women was the ANS-IES which was also one of the instruments utilized on the recent study by Roueche and Mink on high risk youth (Impact . . ., 1976), Roueche was interviewed on December 14, 1977, about the findings of the statistical assessment portion of this study. He said that there is usually not a significant shift ($P < .05$) from externality to internality in the short time frame as utilized in this study. Roueche indicated that where his own research in similar project studies indicated a significant shift, there was the complete commitment of that entire educational institution to working on the basic value of the external students. Also, Roueche indicated that it should be reported that there was a shift from externality to internality on the means of the post-assessment as compared to that of the pre-assessment since that was indicative of the treatment rendered. The

positive shift of the means was from 10.6 (more external) to 10.2 (more internal). (See Table 1.)

In a study at the Counseling Center of the University of Maryland by Shueman and Sedlacek (1977), an evaluation of one semester of a women's studies program indicated that no significant changes in self-concept could be attributed to taking the women's studies courses. Shueman and Sedlacek stated in their conclusions, "The evidence does not show that a one-semester experience in a women's studies course fosters such a change any more than a one-semester experience in the comparison group course (in this case, a personality and adjustment course)." (p. 9)

In the findings of the study on high risk students by Roueche and Mink (Impact . . ., 1976), the results indicated significant statistical shifts in some experimental areas but in other areas the statistical shifts were positive toward internality but were not significant. Roueche and Mink state that:

What this means for our purposes is that unfortunately from the pre-test to the first post-test (only a period of four months) was not enough time for the instructional and counseling strategies to have had a significant effect on the students. It is as Nowicki (Personal Communication, 1972) reported generally when you are trying to change locus of control what you may have to see first is an increase in externality and then a longer period of time before the increase in internality occurs. (VI-A-13-14)

Roueche and Mink (Impact . . ., 1976) also found that males were more often the ones that increased in internality, and females were the ones who increased either in externality or remained about the same. Also, students who were most external were more likely to move toward internality.

Therefore, in conclusion to the statistical portion of the study, findings from this study mirrored the findings of some of the most recent literature in that there was a positive shift in the mean scores of the pre-assessment and post-assessment instruments but no significant difference

at the $P < .05$ level. The time frame over which the assessment was made was shorter, six weeks, than the four-month span of Roueche and Mink (Impact . . ., 1976), reinforcing the concept that the length of time would affect any significant shift toward internality.

The second procedural step involved the classroom environments of the seven WENDI classes that were assessed by the ANS-IES. Skinner's positive reinforcement learning strategies were utilized by the peer facilitator within each ANS-IES assessed WENDI peer group counseling class in the following specific ways:

1. The seven classroom environments of peer group counselees were discouraged from using negative "put-downs" against themselves or against any other member of the group.
2. The classroom environment attempted to be non-judgmental in that no moral evaluations would be rendered or heard.
3. Positive reinforcement was consistently utilized for the WENDI curriculum learning strategies that were stated in the second step of the Methodology and Procedures chapter. (See page 37.)

Staff meetings of the WENDI facilitators were held at the following intervals: the beginning of the WENDI classes, a three-week interim, and the conclusion of the WENDI classes. The staff members were to ascertain that the curriculum structure utilizing Skinner's positive reinforcement learning strategies were emphasized and the indications were that the seven experienced facilitators had their respective classes structured according to stated curriculum. The WENDI environment reflected quite accurately the optimum learning environment described by John E. Roueche in an address at Brevard Community College (1976). Roueche suggested several ways by which teachers or facilitators could demonstrate caring or show positive expectations for students.

1. Teachers should know their students. Higher retention, better achievement, and greater self-direction is found among students where teachers "invest time" in students.

2. Teachers demonstrate caring or expectations by attending to each student. It is important here to emphasize that "caring" is more than a feeling or attitude on the part of an instructor. "Caring" is communicated to students by what teachers say and do. Teacher behavior is what students observe most.

3. Teachers demonstrate caring and positive expectations by affirming students as "OK" people. Most human behavior is guided by the individuals' own belief that they can or cannot do something. If students believe that they cannot do something, then their chances of doing it are rather remote. If students are affirmed in terms of teacher expectations to be "OK" as people, their own motivations and attitudes will certainly improve. Note here that behavioral shifts are being described from externality to internality on the locus of control construct.

4. Teachers demonstrate caring and positive expectations by giving of themselves to students. This has been particularly effective in the retention of developmental students who often exhibit external characteristics on the locus of control construct.

5. A fifth indicator of teacher caring and positive expectation pertains to the daily "monitoring" of student achievement. Daily feedback from teacher to student is a factor in better retention, improved achievement, and greater self-direction.

The WENDI six-week classes all had these five vital aspects in their peer group counseling classes. In conclusion, there was no indication that treatment differed from proposed methodology.

The third, fourth, and fifth procedural steps of the study involved interviews with designated WENDI staff personnel, on-site visits to two selected women's programs of other community colleges, and last, interviews with counselors from two other CETA funded women's programs in the southeastern United States.

The sixth procedural step of the study methodology related to the physical format of the interviews. The interviews took place either on-site or by telephone. This information was evidenced by the references. All telephone interviews took place with individuals who were known by the interviewer and who had interacted with the interviewer at regional and state programs on the subject of the adult re-entry woman. The questions from the interview form (Appendix D) provided an informal conversational format for the key questions that were used in the evaluative data for this final report.

The organization used to report this interview data is as follows:

1. The specific interview questions are stated from the interview form used.
2. Data is reported and discussed from the interviewed WENDI personnel (procedure 3).
3. Data is reported and discussed from the interviews of the on-site visits (procedure 4).
4. Data is reported and discussed from interviews of two other CETA funded women's programs in the southeastern United States (procedure 5).

Four WENDI staff personnel at Brevard Community College, Cocoa, Florida, were interviewed who are directly involved in the peer group counseling process of the WENDI classes (two vocational counselors, WENDI coordinator, and the most experienced WENDI peer facilitator). Interviews focused on

discussion and evaluation of the effect of peer group counseling on the self-concept of the adult re-entry woman. The interview format in Appendix D was utilized in each evaluation. The interview questions that are emphasized in the final report are questions 7, 12, 13, 14 and 16. Question 7 of the interview form requested the interviewed staff to rank their own program objectives. Table 2 presents the mean rankings of WENDI staff for all question 7 objectives since the WENDI program was emphasized in this study.

TABLE 2
Question Seven
WENDI Program Priorities as Stated by WENDI Personnel

<u>*Mean</u>	<u>Question</u>
<u>4.6</u>	A. Greater understanding of the role and potential of women in society
<u>5.3</u>	B. Facilitating the completion of degree/work
<u>1.3</u>	C. Raising the level of student self-esteem/self-concept and helping to meet the special needs of women
<u>4.6</u>	D. Development of the decision making and communication skills
<u>4.6</u>	E. Developing a peer group support system
<u>7.5</u>	F. Awareness of education concerning sex-role stereotypes
<u>2.8</u>	G. Increasing awareness of educational and vocational opportunities
<u>2.8</u>	H. Improving employment opportunities for women
—	I. Other objectives (please specify): self-awareness, human potential, life planning, goal setting, short-term and long-term goals

*Means computed on the basis of four WENDI personnel interviewed.

The mean ranks for Table 2 were generated by the following procedure: Item C, Raising the level of student self-esteem/self-concept and helping to meet the special needs of women, was the first ranked choice of the four WENDI staff personnel interviewed. Three staff ranked C, Raising the level of student self-esteem/self-concept and helping to meet the special needs of women, as number one, while one person ranked it as two. The mean rank of this data was 1.3. In the individual interviews, each WENDI staff person indicated that the enhancement of self-concept was the foundation on which all the other objectives were built.

On-site visits to two selected women's programs of other community colleges were made. These interviews were conducted with college administrators and counselors who were involved with the college's adult re-entry woman. Only the rank of item C, Raising the level of student self-esteem/self-concept and helping to meet the special needs of women, is reported for the other women's programs. The rationale for limiting the perimeter of responses to item C on self-concept rather than all the other objectives of question 7 is that the focus of the study would be diluted by data on such items as "sex-role stereotypes" or "employment opportunities." Each interview focused on that particular college's utilization of peer group counseling, counseling strategies and findings, and conclusions of the self-concept problems of the adult re-entry woman. The initial on-site visit was made to the Maricopa County Community College District, Phoenix, Arizona, with site interviews coordinated by Mildred Bulpitt, Dean of Phoenix College and President of the American Association of Women in Community and Junior Colleges (AAWCJC).

The first interview in the Maricopa County Community College District on-site visit was a conference with Virginia Noble and Mary Gendron, Phoenix Community College, Phoenix, Arizona. Virginia Noble was the administrator

in charge of counseling, and Mary Gendron was the primary counselor who worked with the adult re-entry women at Phoenix College. Phoenix College was offering some excellent vocational counseling with the adult re-entry women by a peer group counseling course entitled "New Horizons." This college also had a women's center on its campus. Gendron had regular counseling responsibilities for the college and was only able to devote eight to twelve hours a week to the counseling of the adult re-entry women which is not adequate considering the great number of women who enroll in Phoenix College's "New Horizons" courses (vocational counseling and career exploration), assertiveness training, and other general courses offered at the college. Noble and Gendron indicated that in regard to a response for question 7, that item C, Raising the level of student self-esteem/self-concept and helping to meet the special needs of women, would be ranked number two for their program priorities. Item G, Increasing awareness of educational and vocational opportunities, would rank first with the Phoenix College program. (Noble and Gendron, 1977)

The on-site visit to Phoenix Community College was utilized for reporting purposes; however, an opportunity to visit Mesa Community College in Phoenix, Arizona, was available; and that information is reported to show parallel peer group counseling philosophy with that of Phoenix Community College. Mesa Community College is also a component of Maricopa County Community College District. An interview was held with Carolyn Desjardins (1977), the Chairperson for the Counseling Department at Mesa Community College, Phoenix, Arizona. She was instrumental in the organization and coordination of the women's program at that college. Mesa Community College's adult re-entry program was smaller than that of Phoenix Community College, but also very similar in program objectives to the one at Phoenix Community College. Desjardins also facilitated and taught a semester course

for adult re-entry women called "New Horizons." This course did not meet as many hours as the basic WENDI and was not as intensive in peer group counseling.

However, in response to ranking program objectives in question 7, Desjardins emphasized that one of the key factors with the re-entry woman was the enhancement of self-confidence and self-concept so that motivation would be accentuated, and the result, as pointed out, is that the woman will be a better worker if she decides to enter the labor force and will be a better student if she decides to go into a college program. The objective in question 7, item C, Raising the level of student self-esteem/self-concept and helping to meet the special needs of women, was ranked one. Desjardins also emphasized the value to self-concept of the adult re-entry woman relating to positive role models.

One of the interesting and rather effective methods that Mesa utilized in their community with the women's program was having a large seminar at the beginning of the year called "The Time of Your Life." It was actually a role model testimonial meeting in which other successful adult re-entry women introduced potential adult re-entry students to the realities of the work world and to the potentials of additional education. An indication of the effectiveness of this method was that of those women who attended his seminar over 90 percent signed up for one or more courses at Mesa Community College.

A major women's program in Florida is the Council of Continuing Education for Women at Miami-Dade Community College, Miami, Florida. Gertrude Keyser (1978), Associate Coordinator, ranked item G, Increasing the awareness of educational and vocational opportunities, as one; and item C, Raising the level of student self-esteem/self-concept and helping to meet the special needs of women, as number three.

However, Lynn Lyle (1977), Program Coordinator and Counselor of Florida Junior College at Jacksonville, ranked item C, Raising the level of student self-esteem/self-concept and helping to meet the special needs of women, as number one; item G, Increasing awareness of educational and vocational opportunities, as number two, as did Karen Metrick of the Creative Employment Project.

Primary data on self-concept was also obtained from additional on-site interviews with Marilyn Kastel (1977), Counselor at El Paso Community College, Colorado Springs, Colorado; and Alice Cox (1977), Dean of Student Relations at the University of Colorado at Colorado Springs, Colorado. They indicated that their experience with adult re-entry women underscored the evidence of low self-concept upon college entry, and both Kastel and Cox felt that peer group counseling enhanced the self-concept and subsequent motivation of the adult re-entry women whom they were encountering at their institutions.

The second question that will be reported is question 12, Which of the following are components of your college's program for returning women?, involving the identification of specific program components of the surveyed programs for adult re-entry women. Question 12 components surveyed were individualized counseling, peer group counseling, continuing education, credit bearing courses, non-credit courses, seminars, workshops, job clinic, and the interviewed personnel added other components as reported. The four WENDI personnel interviewed indicated that all these components of question 12 were part of the Brevard Community College program for adult re-entry women. Marilyn VanderLugt, WENDI Vocational Counselor, added the testing component to the list of services.

Noble and Gendron (1977) of Phoenix Community College and Desjardins (1977) of Mesa Community College indicated in their interviews that they

had all the components listed in question 12 available to their adult re-entry women. Keyser (1978), Miami-Dade Community College, indicated that all the components listed in question 12 were available at Miami-Dade Community College for their returning women. However, Keyser included career and education information programs which were also available to the returning women.

Metrick (1977) of the Creative Employment Project added that they also utilized vocational certified training in lieu of academic credit bearing courses. Also, she indicated that their workshops and job clinics focused primarily on non-traditional jobs for women. Lyle (1977) at Florida Junior College at Jacksonville indicated that their program encompassed all components listed. Lyle listed also the feature of access to the vocational-technical school.

Question 13, What effect do you believe counseling, individualized and peer, has on the self-concept of the re-entry woman?, will be reported next. The response indicated that all interviewed respondents were supportive of counseling, individualized and peer, for the enhancement of self-concept in the adult re-entry woman. The specific remarks of the four interviewed WENDI staff personnel were as follows.

VanderLugt (1977), WENDI Vocational Counselor, responded that the individual and peer group counseling reinforced personal growth, facilitated new ways of looking at self, and increased perception of choices with results of enhancement of self-image--in essence a shift from externality to internality. Elizabeth Hyden (1977), WENDI Vocational Counselor, said that both types of counseling augmented and enhanced self-concept. Hyden added that adult re-entry women often have fears and low self-concept but gained support and improved identity through individual and peer group counseling. Hyden concluded with the observation that one

of the main strengths of peer group counseling for the adult re-entry woman was in the enhancement of self-concept. At the time of the interview, Hyden was conducting three peer group support groups of the fifty-one women who were training in the non-traditional areas of the Brevard Community College vocational-technical school. This group activity was concurrent with individualized counseling as needed by the women in training. The WENDI Coordinator, Laura Woodward (1977), stated in response to question 13 that, "Our WENDI program experience has convinced me that on-going peer counseling is the most effective tool for enhancing self-concept and self-esteem." Also, Woodward emphasized that individualized counseling is a necessary and vital adjunct to peer counseling. Carolyn Jackson (1977), the most experienced group facilitator for the WENDI program, answered question 13 by stating that individualized and peer group counseling raised self-concept by stressing the uniqueness of each person and clarifying values for that individual.

Noble and Gendron (1977) from Phoenix Community College indicated that individualized and peer group counseling assisted in enhancing self-concept as well as giving vocational guidance. They considered the enhancement of self-image or self-concept one of the course objectives of their "New Horizons" course. Keyser (1978), Miami-Dade Community College, also stressed the extreme importance of enhancing the self-esteem of participants through counseling. Her associate in that program, Coordinator Rebecca Carney (1977), emphasized that enhancing self-concept through individualized and peer group counseling was a fundamental requisite for any woman's counseling program. Desjardins (1977) from Mesa Community College felt quite strongly that counseling, individualized and peer, had the positive effect of increasing the self-concept of the re-entry woman. At that time, Desjardins was conducting research of her own in this area.

The response from the two CETA grantees were also positive in regard to question 13. Metrick (1977) of Creative Employment Project indicated that the improvement of economic and educational opportunities through counseling was what she considered to be one of the key factors in enhancement of self-concept. Lyle (1977) of Florida Junior College at Jacksonville felt quite strongly that the most significant single effect of individual and peer group counseling is that it enhanced the self-concept of the adult re-entry woman preparatory to her entering further education or entering the job market.

Question 14, What are the major strengths of your program?, requested information on the major program strengths of the interviewed personnel from the WENDI program as well as from other related women's programs. WENDI staff interviewed indicated these program strengths:

1. General:
 - a. a comprehensive understanding of women's needs;
 - b. a curriculum designed to provide for these individualized needs;
 - c. trained facilitators and counselors to implement the program;
 - d. funding to enable the economically disadvantaged women to participate;
 - e. geographic accessibility of the classes to the entire female population of Brevard County;
 - f. the on-going interaction with community service agencies for assistance and referrals; and
 - g. the outreach into the community provided by the women who have completed the program (Woodward, 1977)
2. Specific:
 - a. self-assessment for disadvantaged women;
 - b. change of individual women to a more positive self-concept (Hyden, 1977);
 - c. improved self-concept, self-awareness, self-motivating;

- d. knowledge of community resources and educational facilities;
- e. job readiness preparation (Jackson, 1977)
- f. group peer support from the counseling sessions; and
- g. assistance with job placement (VanderLugt, 1977)

Note that changes in self-concept and group peer support from the counseling sessions were specifically mentioned by three of the WENDI staff members interviewed. Woodward answered the question from a coordinator's broader perspective of general program operation.

Two community college women's programs, Noble and Gendron (1977) of Phoenix Community College and Keyser (1978) of Miami-Dade Community College, indicated positive strengths for their respective programs. Noble and Gendron (1977) listed counseling, vocational guidance, elevation of self-concept, the women's center, courses and seminars especially for adult re-entry women, as strengths of their program at Phoenix Community College. Keyser (1978) of Miami-Dade Community College mentioned special counseling, information and referral, and institutional and community support as program strengths.

In response to question 14, What are the major strengths of your program?, Metrick (1977) of the Creative Employment Project mentioned these factors as strengths in that program: counseling women into non-traditional occupations, peer group support counseling, expertise in non-traditional job development, a dedicated administrative and counseling staff, and a model apprenticeship program. Lyle (1977) of Florida Junior College at Jacksonville mentioned: individual and peer group counseling, group orientation for all new re-entry women, referral opportunities from the expanding women's program to other areas of the college, goal setting, decision making, and career development.

Question 15, What, if any, aspects of your program do you feel could

be improved?, referred to improvement of specific program activities.

VanderLugt (1977), with the WENDI program, indicated that placing some of the jobs in the WENDI program on the institutional budget would assist the college in broadening the scope of services to additional women other than only CETA eligible. Hyden (1977) of the WENDI program felt that more time was needed to help the women with psychological requisites for employment such as interpersonal competence, the ability to influence one's environment (feelings of internality), and positive self-esteem. Woodward (1977), WENDI Coordinator, felt that accessibility to free public transportation for the economically disadvantaged would facilitate their participation in entering the college for courses and programs. Jackson (1977), the most experienced WENDI peer facilitator, indicated that she felt that one of the primary program needs would be to continue some type of peer group counseling support system after the WENDI classes are completed. In that way, an adult re-entry woman would have additional emotional support as she began to take action to reach her educational or occupational goals.

Keyser (1978) from Miami-Dade Community College pointed out that one of their program needs was a more effective outreach to the black and Cuban (Spanish-American) minorities in Miami. Noble and Gendron (1977) of Phoenix Community College both concurred that their program should encompass more job development for the women clients who want to enter the labor force. Metrick (1977) of the Creative Employment Project indicated that of the problems that concerned them the most, the first was the low quality of instruction at their local vocational school. This problem was apparently accentuated by local economic conditions related to teacher's wages. A second problem indicated by Metrick was the sex discrimination that women in their program faced when they started seeking a job in the community.

However, the Creative Employment Project did not have any large measure of control over the causes or solutions of these two problems as far as their project was concerned. Lyle of Florida Junior College at Jacksonville felt there were new areas their program was not currently reaching such as underemployed women who sought assistance in upward mobility to managerial positions, additional seminars for women who wanted to start their own businesses, and more outreach programming for low-income and minority women.

The last question to be specifically reported from the interview form was question 16, Do you see a need for expansion of the college's program offerings for returning women? All four WENDI staff personnel indicated a positive response to that question (Woodward, 1977; VanderLugt, 1977; Hyden, 1977; Jackson, 1977). Noble and Gendron (1977) and Keyser (1978) all answered in the positive. Also responding positively were Metrick (1977) of the Creative Employment Project and Lyle (1977) of Florida Junior College at Jacksonville. The areas of the WENDI program targeted for future planning are institutionalizing courses for credit, more complete follow-up for job development and placement, child care center on campus for women students, additional training made available in areas where there are in-county employment opportunities, and an accredited college career development course (heterosexual) based on the WENDI experience. Keyser (1978) of Miami-Dade Community College wanted expansion in outreach counseling for their program. Noble and Gendron (1977) of Phoenix Community College wanted additional time and counseling staff to deal with the increasing numbers of adult re-entry women. Metrick (1977) wanted to be able to have seminars in order to work with the attitudes of employers in the areas of hiring women in non-traditional jobs and to do direct outreach with the attitudes of foremen, supervisors, and personnel staff

of local Louisville employer organizations. Lyle (1977) of Florida Junior College at Jacksonville indicated their women's program planned to expand to the other three campuses of their institution. Their women's center is located on the downtown Jacksonville campus and is not readily accessible to women in other areas of Jacksonville, Florida.

The discussion and analysis of this interview data revolves around peer group counseling and the self-concept of the adult re-entry woman. The analysis is related to current literature where appropriate. Question 7 of the interview form requested a priority ranking of program objectives. The WENDI staff personnel all indicated that the enhancement of self-concept was primary. Noble and Gendron (1977) ranked the self-concept objective as two and Desjardins (1977) ranked it as one. Keyser (1978) ranked item C on self-concept as three and Carney (1977) ranked item C as one. Metrick (1977) of the Creative Employment Project and Lyle (1977) of Florida Junior College at Jacksonville ranked the self-concept objective as one. Therefore, out of the eight objectives requiring ranking, eleven women who were women's program administrators, coordinators, counselors and peer group facilitators, ranked item C, Raising the level of student self-esteem/self-concept and helping to meet the special needs of women, a mean of 1.1. This priority ranking indicates a consensus among the interviewed individuals on the needs and objectives of assisting adult re-entry women. Table 3 summarizes this conclusion. (Table 3, p. 60)

The concluding analysis to question 12, Which of the following are components of your college's program for returning women, is that all women's programs utilized in this study had a wide range of comprehensive services available to adult re-entry women. This comprehensiveness in availability of services of the interviewed organizations provides an analogous base for this study on the effectiveness of peer group counseling on the self-concept of the re-entry woman.

TABLE 3
Question Seven
Other Women's Program Responses to Objective C

C. Raising the level of student self-esteem/self-concept and helping to meet the special needs of women.

<u>2</u>	Noble and Gendron (1977)
<u>1</u>	Desjardins (1977)
<u>3</u>	Keyser (1978)
<u>1</u>	Carney (1977)
<u>3</u>	Metrick (1977)
<u>1</u>	Lyle (1977)
<u>1.3</u>	WENDI Staff (Four members interviewed)

* $\bar{X}$ 1.1

*The mean of 1.1 for all interviewees was obtained by dividing the ranks for Objective C by the number of interviewees.

Question 13, What effect do you believe counseling, individualized and peer, has on the self-concept of the re-entry woman?, was the key question for the interviews. The concensus was positive and firm that counseling, individual and peer, enhanced the self-concept of the adult re-entry woman. The interviewed personnel differed slightly in the reasons they thought the counseling enhanced self-concept; however, it is evident that all answers centered around the adult re-entry woman's realistic self-assessment.

The major strengths of the various programs were discussed in question 14, What are the major strengths of your program?, in which three WENDI staff personnel, three interviewed women in the on-site visits, and two interviewed women associated with CETA programs for women indicated that counseling, especially group, was vital for enhancing self-concept,

for group support, for career exploration, and for counseling women into non-traditional careers. The answers to question 14 associated with peer group counseling and the enhancement of self-concept for the adult re-entry woman as an operational function of the women's programs studied.

Question 15, What, if any, aspects of your program do you feel could be improved?, was specifically asked to more accurately portray and balance the answers given to question 14. However, it is interesting that of the eleven women interviewed, six indicated problems that relate directly or indirectly to the self-concept of the women being counseled. For example, increasing the counseling outreach of minority women, as mentioned by Keyser (1978) of Miami-Dade Community College, would increase that particular program's need to enhance the self-concept of that minority woman. Roueche and Mink (Impact . . ., 1976) have indicated that with black and Spanish-American women, their scores are more external on the locus of control assessment instrument (ANS-IES) than are those of white female subjects. External scores as previously mentioned correlated with high anxiety, low self-concept, and low achievement and motivation in school or job activities. Super (1964), in his extensive studies on vocational development theory, related self-concept to vocational choice and vocational aspirations.

Question 16, Do you see a need for expansion of the college's program offerings for returning women?, did not relate directly to self-concept or peer group counseling; but the positive response given by all eleven interviewed persons for program expansion underscored the pressing societal factors that the community colleges are facing with the numbers of adult re-entry women enrolling in educational institutions in the United States. Specific suggestions for program expansion indicated not only counseling expansion, but rather necessary and prosaic needs such as child

care and more adequate transportation.

In relating what these interviewed personnel have experienced with the adult re-entry woman in their programs to the current literature in the field, Bloom (1977), in his article, "Affective Outcomes of School Learning," explored the positive relationship of a healthy self-concept to mental health and school motivation and achievement. In following up the WENDI graduates as they continue at Brevard Community College, their motivation has so impressed some Brevard Community College instructors that the Office of Continuing Education receives constant inquiries as to what is being done to these women to so motivate them. James McNamara (1978) of the Business Division, Brevard Community College, indicated that the performance of WENDI graduates in his program was exemplary. Everett Whitehead (1978), counselor for vocational-technical programs at Brevard Community College, Cocoa campus, emphasized that WENDI graduates who entered Brevard Community College evidenced a clear sense of direction and possessed career and educational goals in contrast to the adult re-entry woman he usually encountered in counseling.

Eliason (1977), in her Carnegie Corporation study of ten two-year colleges, found that with intensive interviews (400 oral interviews and 1166 written interviews) realistic vocational and personal counseling was not of the quality needed for adult re-entry women. Eliason stated that, "The results of the survey suggested that the present system of counselor training and practice should be re-evaluated." (p. 8) Eliason goes on to state that a most valuable outgrowth of the Carnegie Corporation study would be the development of a working model for counselor training that would result in effective sensitivity and responsiveness to the needs of women in two-year colleges. However, Eliason concluded her specific report on counseling of the WENDI program at Brevard Community College (1977) by saying:

The programs described at North Shore and Brevard Community colleges are not unique. But, both have proven to be innovative and responsive to the needs of the community and could serve as models for other schools wishing to initiate similar programs.
(p. 8)

Maxwell C. King, President of Brevard Community College, was recently notified that the WENDI program at Brevard Community College was selected by AACJC as one of six exemplary community college's counseling programs to be studied by a grant from the Women's Education Equity Office, U.S. Office of Education. (See Appendix G, p. 119)

Eliason (1977), in her Carnegie Corporation study, indicated five primary components that are necessary in a working model for a career counseling model. These five primary components are:

1. Guidelines for developing positive self-image, self-awareness, and self-confidence.
2. Tools for defining and identifying skills and credentials; then correlating them to marketplace needs. (This area would include a thorough briefing in population and economic trends, marketplace supply and demand forecasts, and a realistic appraisal of prospects/rewards/disadvantages of various occupations.)
3. Tests of aptitudes, interests, learning styles, and physical skills.
4. Evaluation of time/skills/resources required for achieving chosen career goals; successful short and long-term career planning strategies.
5. Identification of needs that must be met to achieve career goals, such as financial aid, child care, or tutoring. Lists of resources and agencies should be provided.

Note that Eliason placed as number one the guidelines for developing positive self-image, self-awareness, and self-confidence. This is a direct correlation of the results of other portions of this study that the community

colleges should make the commitment to the use of counseling, individualized and peer, as a tool to enhance the self-concept of the adult re-entry woman.

Neiboer (1975) indicated that peer support and role models are vital in the development of self-concept. The consensus of women's program personnel interviewed indicated that role models as well as peer group counseling should be counseling aspects of enhancing the self-concept of the adult re-entry woman. All women's programs studied indicated that they utilized both types of counseling support. The WENDI program has consistently selected the peer group facilitator for the six-week class sessions from women who can also act as a role model as well as interact with the group as a sharing peer. (VanderLugt, 1977)

Karelius-Schumacher (1977) emphasized certain key ingredients for a counseling program for the mature woman student. She indicated that personal growth is facilitated through both self-awareness and interaction with others. The group experience offered in her model workshop was directed toward enabling a woman to be aware of her own particular voice, interaction type and impact on others and to use this knowledge effectively to accomplish tasks in the world. At the core of the group experience was the necessity of responding to the expressed feelings and experiences of each woman as she was attempting to realize her own personhood. Karelius-Schumacher stated:

The mature woman returning to college faces particular problems and challenges which differ from the traditional college-age student. She needs special assistance in strengthening her identity and self-concept, as well as in clarifying her values and goals in this time of transition. I am convinced that the first step that any counselor working with mature women should take is to design supportive guidance groups that encourage self-assessment and values clarification. My experience at Antelope Valley College has shown me that such groups can accept a woman's college experience and aid her in making academic or career choices that add to her continuing development. (p. 31)

Finally, Knox in Adult Development and Learning (1977) said that more and more women in their thirties who have worked briefly, married and raised children may also consider college. If she reads and is at least somewhat active in voluntary associations, she is more likely to consider college seriously and to have acquired competencies that can be adapted to facilitate successful study. Perhaps most important is her own sense of self and becoming. If she thinks of herself mainly as a homemaker, is unaware of any major discrepancy between her current competence and what she would like to become, and lacks confidence in her ability to learn and develop, she is not likely to enroll in a college course. However, if she aspires to increased competence and a new stage of life and has confidence in her ability to grow and change, she is more likely to enter college. Under such circumstances, participation in a short-term noncredit education program on a topic of high interest provides a transitional opportunity to explore interest, test ability, and consolidate competence. Continuing education programs for women can be designed for this purpose. (Knox, 1977)

The next procedural step completed in this study was to interview WENDI students in one of the WENDI classes utilizing the nominal group process technique in order to permit the adult re-entry woman to focus on ranking her primary needs as an individual. Results relating to self-confidence/self-concept needs are reported below.

Following the procedures outlined in The Nominal Group as a Research Instrument for Exploratory Health Studies by Van de Ven and Delbecq (1972), a class of twenty re-entry woman (two groups of ten) was selected for the group process exercise. The class was extremely enthusiastic about the project because they realized that their ideas were considered important to on-going needs assessment for community college services.

The facilitator opened the class meeting with an explanation of the

process which would be followed and expressed the sincere interest of the Office of Continuing Education for Women at Brevard Community College in the "problem areas" affecting the adult re-entry woman. The importance of the target group's role was emphasized. After the "problem-centered" theme of the meeting was explained, identification of preliminary societal statements was elicited from the two groups. These preliminary statements concerned self-esteem and identity, desire for independence, life plans and goals, career and vocational plans, educational plans, economic need, family size, marital status, abortion, and influences of women role models and the woman's movement. The tone was informal since any formalized charts or printed ranking "grids" would have been intimidating to many of the students. Spontaneity and a relaxed environment were important for this type of exercise.

Then the two groups began a discussion of the preliminary problem statements presented informally by the interviewer. This discussion was lively and often heated because these re-entry women were talking about their own lives, dreams, and ideas. After a short break, the twenty women began orally ranking priorities of the societal areas mentioned before the short break. The resulting key societal problem areas affecting the re-entry woman, as perceived by this group of twenty women, were:

1. Self-concept and self-esteem/independence
2. Economic need
3. Realistic vocational counseling
4. Financial aid for education and training
5. Day care for dependent children
6. Personal family counseling
7. Academic counseling
8. High school diploma (GED)

9. Family size

10. Influence of the women's movement

This student group mirrored very closely the U.S. Department of Labor's analysis of the economic needs of adult re-entry women. The impact of the total women's social equity movement is apparent in economic, religious, social, and political aspects of our society. However, the class of twenty re-entry women indicated individually through oral interviews that "their" motivational feelings from "within" for education, independence, and economic improvement were personal and privately derived. The concept of the social revolution affecting the American woman was obviously too impersonal a concept to be easily accepted by the class.

The conclusions of the process exercise were explained to the class so that specific objectives of the process were achieved in that the target group of re-entry women informally identified, ranked, and rated critical problem dimensions. This nominal group process technique provided a means to aggregate individual judgments, and it allowed for multiple individual inputs at a single time in an equitable and systematic way. Note that the key societal problem areas most affecting the re-entry woman, as perceived by this group of twenty women was self-concept and self-esteem/independence.

Additional primary data from personal interviews and evaluations from the numerous women served by the WENDI program support the results of the nominal group process exercise. Mary Kadan (1977), a WENDI facilitator and former WENDI graduate, stated:

That is where I headed back in 1975 when I felt my life needed redirection, a more invigorating life style, and a better feeling about myself as a woman. I regained my self-image through the basic WENDI course, became more assertive, and was

asked to teach the Assertiveness Training Course in 1976. I was encouraged to return to school and am now a full-time student at Brevard Community College going for my A.A. and A.S. degree. (p. 2)

Three other WENDI graduates were interviewed by Elaine Kramer of the Today Newspaper (1977).

WENDI gave me the courage to take a good hard look at myself. I can't tell you the difference it made in my life. I'm very happy now, said Sue Layton of Melbourne Beach, one of the program's first graduates.

Mrs. Layton said the course gave her the courage to step out of an unhappy marriage and into college. She is now completing a four-year degree in communications in two and a half years, and is preparing for a job by volunteering in her field.

A Satellite Beach woman, Connie Chiles, spent three weeks trying to find a job after she got a divorce. She had three children to support.

After completing the WENDI program, Mrs. Chiles got a job by proposing a new position, then selling the idea (and herself) to her new employers. She became recreation director of a trailer park community for elderly, and eventually hired two assistants.

Another graduate who made an about-face with her life was a high school drop-out with a juvenile police record when she enrolled. She continued having academic and social problems in Brevard Community College's vocational program until she finished WENDI.

Now she is ready to graduate from the vocational program and is two classes away from earning her high school equivalency diploma. (Section D. 1D)

To correlate the nominal group process results with related literature, the Carnegie Corporation study of Eliason (1977) indicated the positive affect of the WENDI peer group counseling and role model effect on Brevard Community College adult re-entry women in the oral interviews of that study.

The most positive thing about returning to school for all eight women was their experience with the WENDI program. All felt that it had given them self-confidence. It has showed them how to set and achieve short-term goals, and had introduced them to "college ways" in a non-threatening setting. All appreciated the fact that the program instructors were "re-entry women themselves." (p. 14)

In conclusion, the findings of this study indicated that structured peer group counseling similar to the WENDI counseling experience does enhance the self-concept of the adult re-entry woman. Even though the statistical evaluation illustrated no significant difference on the mean scores of the pre-assessment and post-assessment instruments, the observations of the women's program personnel interviewed, the review of current literature, especially the findings of the Carnegie study, indicated enhanced self-concept through peer group counseling for adult re-entry women. (Eliason, 1977) The literature and the comments of the Development Team indicated how the successful peer group counseling experience of the WENDI program can be improved and transferred to other areas of the community college in order to more effectively serve high risk students of both sexes. The development of specific recommendations and general guidelines for peer group counseling in the community college evolved from this study of the WENDI program and other related women's programs. (See Appendixes A and B.) The review of literature, notably the recent study of Roueche and Mink (Impact . . ., 1976), indicated that a shift of locus of control from externality to internality assists the student to better control her life in regard to improved school and job performance.

Project methodology indicated that a comprehensive overview of current literature specifically including the recent studies of the American Association of Community and Junior Colleges through a grant from the Carnegie Corporation of New York, New York, would be utilized in the final report. (The Carnegie Corporation study was a one-year grant on Women's Occupational Education including the study of ten selected community colleges of which Brevard Community College was one.)

A crucial methodology step in the development of the specific recommendations and guidelines for community college peer group counseling

was the formation of an Institutional Development Team that was composed of six Brevard Community College staff members who would most likely be involved as change agents. The Development Team members were:

1. The President, Maxwell C. King
2. The Assistant to the President for Program Development, Walter L. Gilfilen
3. The Division Chairman of the Industrial Division, Brevard Community College, Alvin F. Weigel
4. The Director of ACCTion Program at Brevard Community College, Nicholas A. Beninate. (Over thirty-four, two-year colleges are founded under Title III, HEA, Developing Institutions, for innovative change through this component of the ACCTion Program.)
5. The Dean of Instruction, Brevard Community College, Joseph M. Keller
6. The Dean of College Wide Student Services, Robert Anderson

This Development Team, individually and in conference, reviewed the proposed project and suggested possible recommendations and peer group counseling guidelines for consideration in possible institutional program modification. Each Development Team member received a copy of the approved proposal of study. Copies of the findings of the study were provided for each Development Team member preparatory to finalizing proposals for any institutional program modification. The following discussion utilized comments from conferences with the Development Team members.

Maxwell C. King, President of Brevard Community College, endorsed the study on the development of guidelines on peer group counseling relating to self-concept. King (1977) said, "I believe the project . . . will be valuable to the community college field. Specifically, the impact of peer group counseling and the potential for service in the community college

area is very important." King is a firm believer in the effects of quality counseling, both individual and peer group counseling. He has continually supported the innovative efforts of the Office of Continuing Education for Women and would support further innovations of that office's activities in regard to additional peer group counseling course offerings, additional role model seminars, reviewing and possible revision of all WENDI curriculum. This revision would enable the peer group counseling structure to reflect the self-concept needs of the adult re-entry woman. King also supported continuation of the current vocational readiness-job preparatory six-week WENDI peer group counseling classes. Also, King endorsed the submission of a Title I, HEA, 1965, U.S. Office of Education grant proposal for the expansion of women's programming under the Office of Continuing Education for Women. Recently, he complied with AACJC's request for a letter committing Brevard Community College to their new study of counseling programs for women that AACJC is conducting in six two-year institutions under a grant from Women's Educational Equity, U.S. Office of Education. King was receptive to possible institutional program modification involving peer group counseling for other areas of the college. He stated in a memo:

The work that Ms. Elledge is doing with the WENDI and the WOW programs for women at Brevard Community College places her in an ideal position to make a contribution to educational leadership and to the improvement of this institution through her project. (King, 1977)

Since the Office of Continuing Education for Women was already coordinating the WOW program with the Industrial Division of Brevard Community College, the cooperation of Alvin Weigel (1977), Division Chairman, was quite important in the development of guidelines in that division of the college. Weigel was very supportive of the enrolling of adult re-entry women in the vocational-technical areas of the Industrial Division. He felt that the WOW program was a proving ground for the college, the

Industrial Division faculty, and the students that women could perform and excel in the non-traditional shop environment. Weigel felt that the strong supportive peer group counseling of the WOW program (based directly on the WENDI model) was directly responsible for the retention rate, motivation, and attitude of the women trainees. Therefore, Weigel mentioned that he would support the efforts of the Office of Continuing Education for Women to identify additional women, especially 1978 high school graduates, to enroll in non-traditional certified training. Weigel would like to see non-CETA (non-stipend) women as well as CETA women for a more heterogeneous, socioeconomic range of women students.

One point that Weigel continually emphasized in the meetings was that there should be continued utilization by the Office of Continuing Education for Women of a counselor/coordinator for coordination with his division for the women trainees. After a discussion of the importance of role models in women's non-traditional training, Weigel said that he would support seminars for women considering non-traditional, vocational-technical training. He also noted that the retention rate of the women trainees was better where more than one woman was in training in any one industrial class. This observation is backed up by Roby's research on women in non-traditional education. (Roby, 1975)

The Dean of Instruction, Joseph M. Keller (1977), was very interested in this study since its objectives had a direct application to some of his areas of concern and also to some areas of projected research under Staff and Program Development funding. Keller explained in detail the procedures of the Educational Programs Committee on course development and implementation. He would be a key person in any program modification that takes place as a result of this study. Discussed were possible guidelines on peer group counseling that could evolve from the findings of this study

such as implementation of structured peer group counseling concurrent to or prior to the teaching of a study skills course for high risk students. Keller recommended that a proposal for such a course be submitted to the Cabinet at Brevard Community College and to the Educational Programs Committee for review.

A grave concern at Brevard Community College is to improve the strategies for assisting the high risk student through the Career Development Center. The Dean of Student Services at the Melbourne Campus of Brevard Community College has recently requested implementation of a peer group counseling model class for the retention of high risk minority students. (Nicholson, 1978) Keller (1977) also suggested that the WENDI peer group counseling curriculum be proposed as a possible component of a projected comprehensive institutional study that would have as one of its main objectives the identification of more effective methods for teaching high risk students of both sexes.

Robert Anderson (1977) Dean of College Wide Student Services, indicated keen interest in the findings of this study. Anderson was supportive of the concept of peer group counseling for the women in non-traditional vocational-technical training in the Industrial Division. He mentioned that the former vocational counselor of the WENDI program (who now is in the Cocoa campus counseling division under him) had recently initiated innovative peer group counseling in the daytime program at Brevard Community College. This new counseling program had proved successful in assisting students to select courses for registration and, in some instances, provided guidance. Further discussions with Anderson indicated that he would be receptive to a more structured peer group counseling experience utilizing some of the WENDI curriculum that apparently enhances the self-concept of the student. The introduction of peer group counseling support groups within the regular

operation of the Career Development Center was discussed. This would not be too difficult because it would involve a transfer of services already developed across division lines (counseling and the Career Development Center). Anderson administers both divisions.

Walter L. Gilfilen (1977), Assistant to the President for Program Development, was extremely supportive of the efforts to transfer some of the successful peer group counseling components of the WENDI operation to other areas of the college where these strategies could be effective. His memorandum followed a Development Team conference. (Appendix F. p. 113) As expressed, Gilfilen would be interested in peer group counseling groups for re-entry adult learners other than just women. He specifically mentioned such areas as CETA skill training at Brevard Community College, the Career Development Center, Special Services for the disadvantaged, and other high risk students such as physically and mentally handicapped who would be encouraged to participate in self-concept enhancing college orientation courses of four to six weeks similar to the WENDI course. Gilfilen was particularly interested in how new and effective emphasis of employability skills could be made available to all CETA skill trainees. Gilfilen also discussed the possibility of external funding, federal or foundation, being sought as a financial catalyst for innovative peer group counseling projects in the areas recommended by the Development Team.

Nicholas Beninate (1977), Director of the ACCTion Program, Brevard Community College, was most interested and supportive of the thrust of this study. In a preliminary conference with Beninate, the national ACCTion needs assessment survey of 115 colleges (94 percent respondents) was discussed. Programs for women ranked as first choice from all the 107 colleges responding. This important survey is included in Appendix H, page 130. The results of this survey indicated the direction of

the ACCTion Consortium 1977-1978 regional workshops. At the first regional workshop conducted in Colorado Springs, Colorado, the workshops on women's programs rated as the number one workshop in evaluations.

Related research questions posed that are directly associated with the major purpose of the study were:

1. How can student orientation techniques for the high risk students be structured so that positive reinforcement is utilized to enhance self-concept, and, consequently, learning motivation?

The recommendations and guidelines developed for the introduction of a peer group counseling model based on the WENDI counseling model that would be taught concurrent to a study skills course in the Career Development Center could provide the basis for initiating more effective teaching strategies for high risk students.

2. How can counseling strategies emphasize the enhancement of self-concept initially so that counseling will be more effective in personal counseling and in vocational counseling?

The recommendations and guidelines developed for transfer of a peer group counseling model based on the WENDI program could address this research question in the proposed stronger linkage of the Office of Continuing Education for Women and the Industrial Division in enrolling women in non-traditional, vocational-technical training. Also, possible staff in-service workshops for dissemination of results on the effectiveness of peer group counseling on self-concept could be conducted. A possible format would be the "Experimental Demonstration." In the hands of a skilled demonstrator, and under ideal circumstances, a demonstration of an innovation can be quite powerful for adoption. (Havelock, 1975)

3. How can peer group counseling utilizing similar techniques to the

WENDI program be replicated in student services, in developmental courses, in counseling women into non-traditional, vocational-technical training, and in remedial situations in the "open door" community college?

Statements by the Development Team members illustrated how peer group counseling could be operated for high risk students of both sexes in the Career Development Center, in counseling women into non-traditional, vocational-technical training, and in remedial situations such as a peer group counseling/study skills course in the "open door" community college.

Farmer and Backer (1975) emphasized these assumptions in their counseling study which indicates that transfer of effective results from this study can be made to recommendations and guidelines for peer group counseling for other high risk students in the community college. These five assumptions are as follows:

1. The basic nature of man and woman is the same, in respect to their humanness; humanness involves the potential to be self-determining and to shape one's life.
2. Self-determination can flourish in an environment which also exerts strong pressure to conform and which powerfully influences the thinking and behavior of each individual.
3. Learning, therefore, is viewed as an interactive process in which both the individual and the environment shape what the person will become.
4. Learning of dysfunctional behaviors and attitudes (which interfere with the individual's optimal development and freedom to choose) also takes place through the individual's interaction with the environment.
5. The unlearning of these dysfunctional behaviors and attitudes takes place through a new interaction with the environment in which attempts

are made to increase the self-determination of the individual and her ability to select from the environment those experiences and materials which will enhance her growth. Attitudinal and behavioral change may take place through changing the environment as well as the individual. (p. 21)

All three research questions have been related to the study's findings through the development of the specific recommendations for Brevard Community College and the guidelines on peer group counseling for community colleges.

The specific procedural strategies in this study entailed the evaluation of the self-concept of the adult re-entry woman. The ANS-IES was utilized as the pre-assessment and post-assessment instrument for seven WENDI classes. No significant difference was noted on the results of the pre-assessment and the post-assessment tests. Interviews with four WENDI staff personnel, on-site visits to other similar re-entry programs for women, interviews with two other CETA funded women's programs, and interviews with WENDI students, all indicated that self-concept is enhanced by peer group counseling and is an important factor in a woman succeeding in school or in a job. The outcome of enhanced self-concept from peer group counseling determined the nature of the recommendations and guidelines developed. The current review of literature and input from the Development Team were also used in developing the specific recommendations for Brevard Community College and the community college peer group counseling guidelines for the final report.

The development of the specific recommendations for Brevard Community College grew out of the Development Team's involvement with the results of this study as it related to each of their individual program areas. For example, the recommendation, A new peer group counseling course should

be proposed to the Educational Programs Committee which will combine peer group counseling with study skills by a role model facilitator for high risk students of both sexes, evolved from conferences with Keller (1977), Dean of Instruction. Keller is interested in Brevard Community College developing and utilizing more effective teaching strategies for high-risk students.

Then the recommendation, The identification of additional women to enroll in non-traditional certified training will be conducted by the coordinated efforts of Continuing Education for Women and the Industrial Division, grew out of the concern of Weigel (1977), Chairman, Industrial Division, over the future enrollment of women in his Division for the Fall of 1978, since most of the WOW trainees would have graduated by that time. Weigel felt that counseling, individual and peer, would be needed for successful recruitment.

Also, the recommendation affecting re-entry women at Brevard Community College, All curriculum of the basic WENDI classes will be reviewed so that the peer group counseling curriculum structure will reflect the self-concept needs of the adult re-entry woman, evolved directly from the results of this study and discussion with the counselors and coordinator of the WENDI staff.

The development of the community college peer group counseling guidelines grew out of the Development Team's involvement with the results of this study as it related to each of their individual program areas as well as the involvement of other interviewed educators outside of Brevard Community College such as Roueche (1977) and Eliason (1977). For example, the community college guideline in developmental studies, A new peer group counseling course should be proposed which will combine peer group counseling with study skills by a role model facilitator for high risk

students of both sexes, grew out of the recent studies of Roueche and Mink (Impact . . ., 1976). Another community college guideline relating to re-entry women, All curriculum of a core course should be constructed so that the peer group counseling curriculum will reflect the self-concept needs of the adult re-entry woman, grew out of the observed outcomes of the WENDI program and interviews with personnel from other women's programs in the United States. Then, the community college guideline, The RDAC component of the ACCTion Consortium will disseminate this study to the thirty-four schools in that component, grew out of numerous conferences with Beninate (1977) as well as experience with observing the results of the technical assistance rendered by the ACCTion Consortium in the area of women's programming. (See Appendix H, p. 130.)

The major research questions were answered by relating them directly to the possible implementation of several important recommendations and guidelines that evolved from this study. A copy of the approved final report will be given to each member of the Development Team in order that rationale for program modification and guideline dissemination be available. Twenty-five recommendations for Brevard Community College and twenty-six guidelines for the development of peer group counseling for community colleges evolving from this study on the WENDI program and other related women's programs may be found in the Appendix. (Recommendations, Appendix A; Guidelines, Appendix B)

CHAPTER 5

SUMMARY AND CONCLUSIONS

Recommendations for the Improvement of Practice

The purpose of this study was to develop a set of guidelines on community college peer group counseling evolving from a study of the WENDI program and related women's programs. Specific recommendations on peer group counseling for Brevard Community College are found in Appendix A. The recommendations and guidelines were developed from an evaluation of the effectiveness of peer group counseling on the self-concept of the adult re-entry women in the WENDI program and other related women's programs.

The specific recommendations for Brevard Community College involve twenty-five items in eight areas of the college. The general guidelines on community college peer group counseling involve twenty-six items in eight general education areas relating to community colleges.

The concrete plan for implementation of the recommendations and guidelines for enhancing self-concept in not only the adult re-entry woman but also in other students will be the responsibility of the Development Team. The final report will be discussed first with the President of Brevard Community College and then with other members of the Development Team. The Development Team that will be responsible for the adoption of any new peer group counseling recommendations or guidelines will then target key areas of the community college or colleges that could be improved by the adoption of any positive findings of this study. The suggested time frame for initiating the first adoption and change steps

will be September through December, 1978.

Strategies for Diffusion, Implementation and Change

The five target areas for Brevard Community College recommendations and guidelines on peer group counseling that will be suggested to the Development Team are:

1. College Wide Student Services

a. A new peer group counseling course should be proposed to the Brevard Community College Educational Programs Committee which will combine peer group counseling with study skills by a role model facilitator for high risk students of both sexes (Career Development Center).

b. Recommendation of the implementation of a peer group counseling model based on the WENDI model should be developed for minority students in order to aid in the retention of these students (Melbourne Campus, Brevard Community College).

2. Industrial Division (Implementation of the four suggested recommendations discussed with Weigel):

a. Recommendation of the identification of additional women to enroll in non-traditional certified training which will be conducted by the coordinated efforts of the Office of Continuing Education for Women and the Industrial Division.

b. Recommendation for the continuation of the peer group counseling support groups for the adult re-entry women currently in non-traditional, vocational-technical training at Brevard Community College will be continued and expanded.

c. Recommendation for the continued employment by the Office of Continuing Education for Women of a counselor/coordinator for twenty hours a week for program coordination of the women enrolling and in training in

the Industrial Division will be continued. College funding for this position would indicate institutional commitment to this area of training for the adult re-entry woman.

d. Recommendation for the implementation of seminars for women considering non-traditional, vocational-technical training will be implemented in order to provide role model examples.

3. Office of Continuing Education for Women (Possible revision of WENDI peer group counseling curriculum after review of the final report of this study.)

a. Recommendation for the review and enrichment of the basic WENDI curriculum so that the peer group counseling structure will reflect the self-concept needs of the adult re-entry woman.

b. Recommendation for the utilization of more and varied seminars and courses that emphasize interaction of participating women speakers and leaders who can be viewed as role models.

4. AACJC study on community college counseling models for adult re-entry women.

a. Recommendation that Brevard Community College completes the required articles on the WENDI peer group counseling model for publication in the projected counseling handbook which will be one of the products of the AACJC study by the Women's Educational Equity Act, U.S. Office of Education.

b. Guidelines on community college peer group counseling will encourage other community colleges to utilize the AACJC study on counseling models for adult re-entry women.

5. The ACCTion Consortium:

Beninate, Director of the Resource Development ACCTion Center, will disseminate the guidelines of this study to the thirty-four two-year

colleges in his component as well as recommend to the National Director of ACCTion (Michael Crawford, Washington, D.C.) that the findings of this study should be disseminated to all 115 schools in the national ACCTion Consortium. Beninate and Elledge reported the impact of the ACCTion Consortium on other community colleges in implementing women's programs similar to the WENDI program to other members of the Development Team as the study methodology dictated. (See Appendix H, ACCTion Consortium Correspondence.)

As each of the immediate five areas are implemented, formative evaluation reports will be made to the members of the Development Team, to the Cabinet, and to other target areas being considered for possible program modification. The Development Team will also initiate and maintain evaluative monitoring of any recommendation or guideline implementation. Evaluation will be formative and will involve the office of the Dean of Instruction for the recommendations (Appendix A) and the ACCTion Consortium office for the guidelines (Appendix B).

Consolidating the thrust of this study on the development of peer group counseling recommendations and guidelines evolving from the model of the WENDI program and other related women's programs is the aspect of self-concept. Roueche and Mink indicate that such recommendations and guidelines as developed by this study are significant since they provide a vehicle for the transfer of peer group counseling models that have as their purpose the increase of internality and, consequently, self-concept. These guidelines will assist the community college in its services to high risk students of both sexes. Roueche and Mink maintain that the preparation of the student for the world of work is only one step in a series of adjustments that a person needs to make in her life. Earlier studies on college graduates indicate, for example, that there is only an 80 percent utilization

rate by the society for the college graduate. There are not comparative statistics in the area of vocational and educational training found in the review of literature. However, it is known that the completion rate in occupational preparation is much lower than 80 percent. Traditionally, in occupational education, it has been assumed that if somebody obtains a job, any kind of job, without completing her occupational preparation, she is considered a success.

The job structure in the United States is changing very rapidly because of the advance in technology. When one looks at the national economy in the United States within the framework of changing world conditions and the changing role of the United States in that world, it is notable that to enter the work force individuals need more preparation than just being able to get a job. This is not to demean getting a job--especially in these times of relatively high employment. The focus here is individuals who have a poor sense of control over self in this changing environment. At a time when a person's particular vocation can cease to exist as when automation replaces her, or when her company collapses, a sense of personal control and personal worth (self-concept) is vital to her well being and ability to make adjustments. (Roueche and Mink, Impact . . ., 1976)

Roueche and Mink also suggest that it is a very legitimate objective of educational programs to help people gain a greater sense of control over their lives. Enhancement of self-concept in an individual increases the internality or sense of control of that personality. This control will facilitate work adjustment, greater flexibility in problem-solving, thinking, and personal adjustment, thereby better equipping people for life in these changing times where adjustment and readjustment to new jobs and new situations is becoming a way of life. (Roueche and Mink, Impact of Instruction and Counseling. . ., 1976, VII--7)

In addition to the multitude of assets found in the two-year college, especially in the publicly supported community schools, the community college has a strong tradition of catering to the continuing education needs of the mature adult. It was in the natural course of events that special programs for re-entry women and re-entry adults, in general, found such strength in the two-year college systems. A returning woman with her need for special counseling, remedial work, child care facilities, and small-setting atmosphere needs to look no further than her community college. Effective strategies utilized for one high risk student group, the adult re-entry woman, can also be utilized for other high risk student groups of both sexes. In conclusion, with the educational and career aspirations of women increasing, the community college can ignore these trends and needs of the adult re-entry woman only to the peril of accomplishing its community mission.

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APPENDIXES

APPENDIX A

RECOMMENDATIONS FOR COMMUNITY COLLEGE PEER GROUP COUNSELING BREVARD COMMUNITY COLLEGE

The following twenty-five recommendations on peer group counseling should be implemented in the eight areas targeted:

OFFICE OF CONTINUING EDUCATION FOR WOMEN

1. The outreach of the women's office should be extended with additional course offerings that involve peer group counseling such as Human Potential courses.
2. The outreach of Brevard Community College's women's programming will be expanded with seminars that emphasize interaction of participating women with women speakers and leaders who can be viewed as role models.
3. All curriculum of the basic WENDI classes will be reviewed so that peer group counseling curriculum structure will reflect the self-concept needs of the adult re-entry woman.
4. The vocational readiness--job preparation, six-week WENDI peer group counseling classes for adult re-entry women will be continued.

INDUSTRIAL DIVISION

1. The identification of additional women to enroll in non-traditional certified training will be conducted by the coordinated efforts of the Office of Continuing Education for Women and the Industrial Division.
2. The peer group counseling support groups for the adult re-entry women currently in training at Brevard Community College will be continued and expanded.
3. The employment of a counselor/coordinator for twenty hours a week for program coordination of the women enrolling and in training in the Industrial Division will be continued. College funding for this

position will be recommended since that would indicate institutional commitment to that area of training for the adult re-entry woman.

4. Seminars for women considering non-traditional, vocational-technical training will be implemented in order to provide role model examples.

5. A minimum of three women should be enrolled in any single industrial shop for non-traditional training in order to reduce attrition of women trainees.

CAREER DEVELOPMENT CENTER

1. Structured peer group counseling models should be implemented concurrent to or prior to tutorial services provided by Special Services.

2. A new peer group counseling course should be proposed to the Brevard Community College Educational Programs Committee which will combine peer group counseling with study skills by a role model facilitator for high risk students of both sexes. This peer group counseling could be prior to the study skills course or concurrent with the study skills course.

3. Peer group counseling support groups should be introduced within the regular operation of the Career Development Center for high risk students of both sexes. This guideline would be implemented by coordinating with the new peer group counseling component of Student Services.

COLLEGE WIDE STUDENT SERVICES

1. The high risk students of both sexes identified at entry to the community college would be counseled into the new peer group counseling study skills course as well as into on-going peer group counseling support groups.

2. High risk students other than academic, such as physically and mentally handicapped students, would be encouraged to participate in

self-concept enhancing college orientation courses of four to six weeks similar to the WENDI counseling model.

3. A peer group counseling model based on the WENDI model will be developed for minority students in order to aid in the retention of these students.

CETA SKILL TRAINING

1. A peer group counseling model to enhance self-concept should be initiated in order to motivate CETA welfare recipients for a more effective training or job outcome. This peer group counseling model could be prior to regular CETA skill training or concurrent to CETA skill training.

2. Peer group counseling support groups emphasizing employability skills should be available for all CETA trainees.

FEDERAL AND FOUNDATION PROGRAMS

1. Federal and foundation funding should be sought to act as a financial catalyst in order to initiate innovative peer group counseling projects in the recommended areas.

2. The college should provide committed institutional support to the American Association of Community and Junior Colleges grant study (Women's Educational Equity Act, United States Office of Education) in order to evaluate and publish a replicable peer group counseling model for adult re-entry women.

ACCTION CONSORTIUM

1. The Office of Continuing Education for Women should continue to cooperate with the National ACCTion Consortium as well as with the Brevard component in order to facilitate the replication of effective peer group counseling models for adult re-entry women in other two-year

colleges. The Consortium is composed of the National Coordinating Office, Washington, D.C., and the four service components such as the Resource Development ACCTion Center at Brevard Community College (RDAC).

2. The results of this study should be made available to the ACCTion Regional Workshops--Atlanta, Georgia, January, 1978; Pittsburgh, Pennsylvania, March, 1978.

3. The RDAC component of the ACCTion Consortium will disseminate this study to the thirty-four schools in that component. The Director, Nicholas Beninate, of the RDAC will recommend to the National Director of ACCTion, Mr. Mike Crawford, that the findings of this study be disseminated to all 115 schools in the total national ACCTion Consortium.

4. The ACCTion Center at Brevard Community College will continue to share the impact results of the WENDI counseling model on other two-year colleges with the identified areas of Brevard Community College which are under consideration for program modification.

STAFF AND PROGRAM DEVELOPMENT

1. The statistical assessment portion of this study indicates that additional statistical evaluation should follow utilizing a longer time frame, and a larger student sample of WENDI students over a project year which would increase the sample to over four hundred subjects, utilizing control groups in the research design, and administering a variety of assessment instruments such as the Tennessee Self-Concept Scale.

2. The peer group counseling curriculum based on the WENDI model should be proposed as a component of a comprehensive institutional study that has as its objective the identification of the most effective methods of teaching high risk students.

APPENDIX B

GUIDELINES FOR COMMUNITY COLLEGE PEER GROUP COUNSELING

The following twenty-six guidelines on peer group counseling could be implemented in the eight general areas targeted:

CONTINUING EDUCATION FOR WOMEN

1. An office for Continuing Education for Women should be established within the governance structure of the community college.
2. Individual and peer group counseling should be available for the special needs of the adult re-entry women.
3. Continuing Education for Women should include seminars that emphasize interaction of participating women with women speakers and leaders who can be viewed as role models.
4. All curriculum of a core course should be constructed so that the peer group counseling curriculum will reflect the self-concept needs of the adult re-entry woman.
5. The core peer group counseling course for adult re-entry women should include employability skills.

INDUSTRIAL TRAINING IN NON-TRADITIONAL FIELDS

1. Continuing Education for Women should involve vocational-technical training with the community college itself or involve linkage with an available vocational school.
2. Women should be identified through individual and peer group counseling for enrollment in non-traditional certified training.
3. Peer group counseling support groups for the adult re-entry women in vocational-technical training should be provided concurrent to training.

4. A counselor for the peer group counseling support groups should be provided.
5. Seminars for women considering non-traditional, vocational-technical training should be implemented in order to provide motivating role model examples.
6. A minimum of three women should be enrolled in any single industrial shop for non-traditional training for the purposes of retention.

DEVELOPMENTAL STUDIES

1. Structured peer group counseling models should be implemented concurrent to or prior to any tutorial services provided by the college.
2. A new peer group counseling course should be proposed which would combine peer group counseling with study skills by a role model facilitator for high risk students of both sexes. This peer group counseling could be prior to the study skills course or concurrent with the study skills course.
3. Peer group counseling support groups should be introduced within the regular operation of any developmental studies programs for high risk students of both sexes.

STUDENT SERVICES

1. The high risk students of both sexes identified at entry to the community college should be counseled into the new peer group counseling study skills course as well as into on-going peer group counseling support groups.
2. High risk students other than academic, such as physically and mentally handicapped students, would be encouraged to participate in self-concept enhancing college orientation courses of four to six weeks similar to the WENDI counseling model.

3. A peer group counseling model based on the WENDI model should be developed for minority students in order to aid in the retention of these students. This peer group counseling model should be adapted to the needs of the minority population of that college.

CETA SKILL TRAINING

1. A peer group counseling model to enhance self-concept should be initiated in order to motivate CETA welfare recipients for a more effective training or job outcome. This peer group counseling model could be prior to regular CETA skill training or concurrent to CETA skill training.

2. Peer group counseling support groups emphasizing employability skills should be available for all CETA trainees.

RESOURCE DEVELOPMENT

1. Federal and foundation funding should be sought to act as a financial catalyst in order to initiate innovative peer group counseling projects in the areas designated.

2. The community college should obtain the study results of the AACJC Carnegie Study and the counseling products of the American Association of Community and Junior Colleges grant study (Women's Educational Equity Act, United States Office of Education) in order to replicate a peer group counseling model for adult re-entry women.

ACCTION CONSORTIUM

1. The National ACCTion Consortium should continue to facilitate the replication of effective peer group counseling models for adult re-entry women in other two-year colleges. The Consortium is composed of the National Coordinating Office, Washington, D.C., and the four service components such as the Resource Development ACCTion Center at Brevard Community College (RDAC).

2. The results of this study should be made available to the ACCTion Regional Workshops--Atlanta, Georgia, January, 1978; and Pittsburgh, Pennsylvania, March, 1978.

3. The RDAC component of the ACCTion Consortium will disseminate this study to the thirty-four schools in that component. The Director, Nicholas Beninate, of the RDAC will recommend to the National Director of ACCTion, Mr. Mike Crawford, that the findings of this study be disseminated to all 115 schools in the total national ACCTion Consortium.

4. Other ACCTion Consortium components such as the Student Services component at Hesston College, Hesston, Kansas, will disseminate guideline results of this study to their group of two-year colleges in order to illustrate how the positive outcomes of peer group counseling can be transferred from adult re-entry women to high risk students of both sexes.

STAFF AND PROGRAM DEVELOPMENT

1. Any community college peer group counseling model established at a community college should have an evaluation unit integrated into the model.

2. The peer group counseling curriculum based on the WENDI model could be proposed as a component of any comprehensive institutional study that has as its objective the identification of the most effective methods for teaching high risk students.

APPENDIX C-1

Adult Nowicki-Strickland Internal-External Scale "Opinion Survey"

OPINION SURVEY

INSTRUCTIONS:

BELOW ARE A NUMBER OF QUESTIONS ABOUT VARIOUS TOPICS. THEY HAVE BEEN COLLECTED FROM DIFFERENT GROUPS OF PEOPLE AND REPRESENT A VARIETY OF OPINIONS. THERE ARE NO RIGHT OR WRONG ANSWERS TO THIS QUESTIONNAIRE; WE ARE ONLY INTERESTED IN YOUR OPINIONS ON THESE QUESTIONS. PLEASE CIRCLE "YES" OR "NO" FOR EACH QUESTION BELOW.

- | | | |
|---|-----|----|
| 1. DO YOU BELIEVE THAT MOST PROBLEMS WILL SOLVE THEMSELVES IF YOU JUST DON'T FOOL WITH THEM? | YES | NO |
| 2. DO YOU BELIEVE THAT YOU CAN STOP YOURSELF FROM CATCHING A COLD? | YES | NO |
| 3. ARE SOME PEOPLE JUST BORN LUCKY? | YES | NO |
| 4. MOST OF THE TIME DO YOU FEEL THAT GETTING GOOD GRADES MEANT A GREAT DEAL TO YOU? | YES | NO |
| 5. ARE YOU OFTEN BLAMED FOR THINGS THAT JUST AREN'T YOUR FAULT? | YES | NO |
| 6. DO YOU BELIEVE THAT IF SOMEBODY STUDIES HARD ENOUGH HE OR SHE CAN PASS ANY SUBJECT? | YES | NO |
| 7. DO YOU FEEL THAT MOST OF THE TIME IT DOESN'T PAY TO TRY HARD BECAUSE THINGS NEVER TURN OUT RIGHT ANYWAY? | YES | NO |
| 8. DO YOU FEEL THAT IF THINGS START OUT WELL IN THE MORNING THAT IT'S GOING TO BE A GOOD DAY NO MATTER WHAT YOU DO? | YES | NO |
| 9. DO YOU FEEL THAT MOST OF THE TIME PARENTS LISTEN TO WHAT THEIR CHILDREN HAVE TO SAY? | YES | NO |
| 10. DO YOU BELIEVE THAT WISHING CAN MAKE GOOD THINGS HAPPEN? | YES | NO |
| 11. WHEN YOU GET PUNISHED DOES IT USUALLY SEEM IT'S FOR NO GOOD REASON AT ALL? | YES | NO |

- | | | | |
|-----|--|-----|----|
| 12. | MOST OF THE TIME DO YOU FIND IT HARD TO CHANGE A FRIEND'S (MIND) OPINION? | YES | NO |
| 13. | DO YOU THINK THAT CHEERING MORE THAN LUCK HELPS A TEAM TO WIN? | YES | NO |
| 14. | DID YOU FEEL THAT IT WAS NEARLY IMPOSSIBLE TO CHANGE YOUR PARENT'S MIND ABOUT ANYTHING? | YES | NO |
| 15. | DO YOU BELIEVE THAT PARENTS SHOULD ALLOW CHILDREN TO MAKE MOST OF THEIR OWN DECISIONS? | YES | NO |
| 16. | DO YOU FEEL THAT WHEN YOU DO SOMETHING WRONG THERE'S VERY LITTLE YOU CAN DO TO MAKE IT RIGHT? | YES | NO |
| 17. | DO YOU BELIEVE THAT MOST PEOPLE ARE JUST BORN GOOD AT SPORTS? | YES | NO |
| 18. | ARE MOST OF THE OTHER PEOPLE YOUR AGE STRONGER THAN YOU ARE? | YES | NO |
| 19. | DO YOU FEEL THAT ONE OF THE BEST WAYS TO HANDLE MOST PROBLEMS IS JUST NOT TO THINK ABOUT THEM? | YES | NO |
| 20. | DO YOU FEEL THAT YOU HAVE A LOT OF CHOICE IN DECIDING WHO YOUR FRIENDS ARE? | YES | NO |
| 21. | IF YOU FIND A FOUR LEAF CLOVER, DO YOU BELIEVE THAT IT MIGHT BRING YOU GOOD LUCK? | YES | NO |
| 22. | DID YOU OFTEN FEEL THAT WHETHER OR NOT YOU DID YOUR HOMEWORK HAD MUCH TO DO WITH WHAT KINDS OF GRADES YOU GOT? | YES | NO |
| 23. | DO YOU FEEL THAT WHEN A PERSON YOUR AGE IS ANGRY AT YOU, THERE'S LITTLE YOU CAN DO TO STOP HIM OR HER? | YES | NO |
| 24. | HAVE YOU EVER HAD A GOOD LUCK CHARM? | YES | NO |
| 25. | DO YOU BELIEVE THAT WHETHER OR NOT PEOPLE LIKE YOU DEPENDS ON HOW YOU ACT? | YES | NO |
| 26. | DID YOUR PARENTS USUALLY HELP YOU IF YOU ASKED THEM TO? | YES | NO |

- | | | | |
|-----|--|-----|----|
| 27. | HAVE YOU FELT THAT WHEN PEOPLE WERE ANGRY WITH YOU IT WAS USUALLY FOR NO REASON AT ALL? | YES | NO |
| 28. | MOST OF THE TIME, DO YOU FEEL THAT YOU CAN CHANGE WHAT MIGHT HAPPEN TOMORROW BY WHAT YOU DO TODAY? | YES | NO |
| 29. | DO YOU BELIEVE THAT WHEN BAD THINGS ARE GOING TO HAPPEN THEY JUST ARE GOING TO HAPPEN NO MATTER WHAT YOU TRY TO DO TO STOP THEM? | YES | NO |
| 30. | DO YOU THINK THAT PEOPLE CAN GET THEIR OWN WAY IF THEY JUST KEEP TRYING? | YES | NO |
| 31. | MOST OF THE TIME DO YOU FIND IT USELESS TO TRY TO GET YOUR OWN WAY AT HOME? | YES | NO |
| 32. | DO YOU FEEL THAT WHEN GOOD THINGS HAPPEN THEY HAPPEN BECAUSE OF HARD WORK? | YES | NO |
| 33. | DO YOU FEEL THAT WHEN SOMEBODY YOUR AGE WANTS TO BE YOUR ENEMY THERE'S LITTLE YOU CAN DO TO CHANGE MATTERS? | YES | NO |
| 34. | DO YOU FEEL THAT IT'S EASY TO GET FRIENDS TO DO WHAT YOU WANT THEM TO DO? | YES | NO |
| 35. | DO YOU USUALLY FEEL THAT YOU HAVE LITTLE TO SAY ABOUT WHAT YOU GET TO EAT AT HOME? | YES | NO |
| 36. | DO YOU FEEL THAT WHEN SOMEONE DOESN'T LIKE YOU THERE'S LITTLE YOU CAN DO ABOUT IT? | YES | NO |
| 37. | DID YOU USUALLY FEEL THAT IT WAS ALMOST USELESS TO TRY IN SCHOOL BECAUSE MOST OTHER CHILDREN WERE JUST PLAIN SMARTER THAN YOU ARE? | YES | NO |
| 38. | ARE YOU THE KIND OF PERSON WHO BELIEVES THAT PLANNING AHEAD MAKES THINGS TURN OUT BETTER? | YES | NO |
| 39. | MOST OF THE TIME, DO YOU FEEL THAT YOU HAVE LITTLE TO SAY ABOUT WHAT YOUR FAMILY DECIDES TO DO? | YES | NO |
| 40. | DO YOU THINK IT'S BETTER TO BE SMART THAN TO BE LUCKY? | YES | NO |

APPENDIX C-2

KEY FOR ANS-IES

1. Y	21. Y
2. N	22. N
3. Y	23. Y
4. N	24. Y
5. Y	25. N
6. N	26. N
7. Y	27. Y
8. Y	28. N
9. N	29. Y
10. Y	30. N
11. Y	31. Y
12. Y	32. N
13. N	33. Y
14. Y	34. N
15. N	35. Y
16. Y	36. Y
17. Y	37. Y
18. Y	38. N
19. Y	39. Y
20. N	40. N

APPENDIX D

SAMPLE INTERVIEW FORMAT

Section I General Information

1. Does your college offer special services or programs for women?
☐ Yes
☐ No
2. If yes, is the program designed:
☐ A. Specifically for women?
☐ B. As part of a special program for returning adults?
3. What methods are used to inform women of the college's program?
(Check all appropriate)
A. On Campus:
☐ 1. Posters
☐ 2. Bulletin Boards
☐ 3. Student newspaper or newsletter
☐ 4. College catalog
☐ 5. Campus radio
☐ 6. Other (Please specify) _____
Which of the above method(s) do you find most effective? _____

B. Off Campus:
☐ 1. Local newspapers
☐ 2. Handbills
☐ 3. Posters
☐ 4. Radio - T.V. announcements
☐ 5. College catalog
☐ 6. Public speaking
☐ 7. Mailings
☐ 8. Other (Please specify) _____
Which of the above method(s) do you find most effective? _____

4. What support services are available to women on your campus? (Check all appropriate)
☐ A. Both day and evening counseling hours
☐ B. Day care center
☐ C. Babysitter referral service
☐ D. Coffee hours
☐ E. Newsletter
☐ F. Seminars
☐ G. Vocational counseling
☐ H. Financial counseling
☐ I. Medical services
☐ J. Other (Please specify) _____

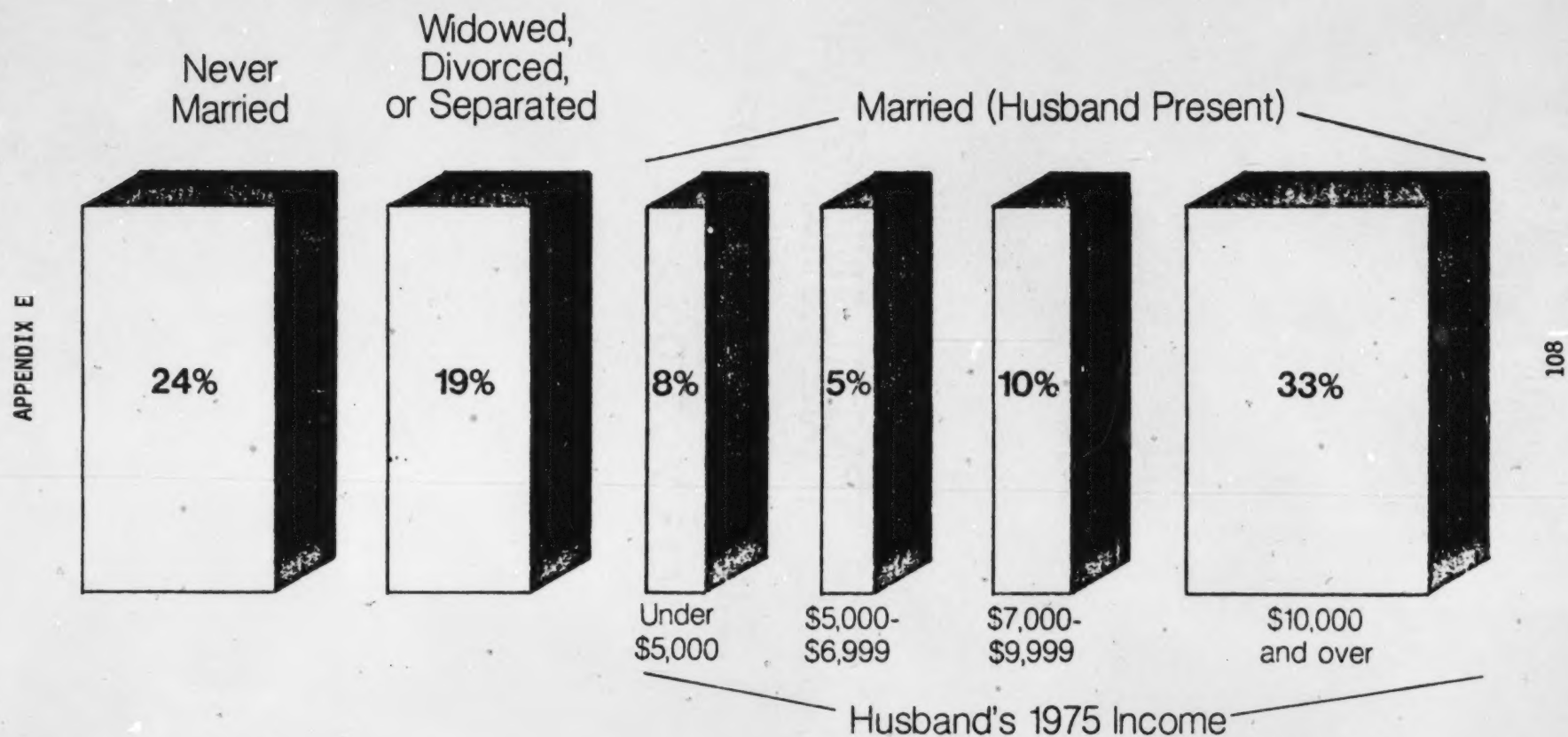
5. Does your campus have a women's resource center or special meeting place for women?
 Yes
 No
6. Does your college provide special program offerings for returning women (women over 25 or those who have been away from formal education for at least five years)?
 Yes (Please complete all questions in this section)
 No
- *7. The following represent general goals or objectives for programs for women. Some, or all, of them may apply to your program for returning women. Please rank all those which apply to your program in order of their importance. Rank the objective which is most important as 1, and continue the ranking of all that would apply to your program 2-11. If any objective listed here does not apply to your program, leave it blank. If you have other objectives, please specify what they are and include them in the appropriate order in your ranking.
- _____ A. Greater understanding of the role and potential of women in society.
 - _____ B. Facilitating the completion of degree work
 - _____ C. Raising the level of student self-esteem/self-concept and helping to meet the special needs of women
 - _____ D. Development of the decision making and communication skills
 - _____ E. Developing a peer group support system
 - _____ F. Awareness of education concerning sex-role stereotypes
 - _____ G. Increasing awareness of educational and vocational opportunities
 - _____ H. Improving employment opportunities for women
 - _____ I. Other objectives (Please specify) _____
-
8. How many women are enrolled in your program? _____
9. Approximately what proportion of students (1/4, 1/3, 1/2, 3/4, all, none) are in the following age groups:
 25-35 _____, 36-45 _____, 46-61 _____, 62 and above _____
10. Is your program for returning women directed primarily towards: (Check one)
- _____ A. Full-time students
 - _____ B. Part-time students
 - _____ C. Both full and part-time students
 - _____ D. All women in the community
11. Does your college sponsor a program directed towards providing academic survival skills for the returning student?
 Yes
 No
- If yes, is it:
- _____ A. Specifically for women?
 - _____ B. Part of other college programming?

- *12. Which of the following are components of your college's program for returning women? (Check all appropriate)
- ☐ A. Individualized counseling
 - ☐ B. Peer group counseling
 - ☐ C. Continuing education
 - ☐ D. Credit bearing courses
 - ☐ E. Non-credit courses
 - ☐ F. Seminars
 - ☐ G. Workshops
 - ☐ H. Job clinic
 - ☐ Others (Please specify) _____
- *13. What effect do you believe counseling, individualized and peer, has on the self-concept of the re-entry woman? _____
- *14. What are the major strengths of your program? _____
- *15. What, if any, aspects of your program do you feel could be improved? _____
- *16. Do you see a need for expansion of the college's program offerings for returning women?
- ☐ Yes
- ☐ No
- If yes, which areas of the program would you like to see expanded? _____
17. Check how your program for returning women is funded (Check all appropriate)
- ☐ A. College funds
 - ☐ B. Student activity funds
 - ☐ C. Federal grant
 - ☐ D. State funds
 - ☐ E. Private sources
 - ☐ F. Tuition by students
 - ☐ G. Volunteer support
 - ☐ H. Self-support
18. What is the title of the staff member responsible for administering and supervising the program? _____

TABLE 1

Most Women Work Because of Economic Need

(Women in the Labor Force, by Marital Status, March 1976)



Source: Prepared by the Women's Bureau, Employment Standards Administration, from data published by the Bureau of Labor Statistics, U.S. Department of Labor.

August 1977

GPO 921-072

APPENDIX F

BREVARD COMMUNITY COLLEGE

MEMORANDUM:

September 2, 1977

TO: Ms. Kay Elledge

FROM: Joseph M. Keller
Dean of Instruction *JMK*

One of my objectives for the 77-78 academic year is to support faculty research in instruction. Since you are a current participant in the NOVA Doctoral Program, I wish to give you a personal invitation to use the resources of our office.

I would appreciate knowing about your areas of interest in research. It is possible that some of your research objectives might have direct application to a college-wide program. If you elected to broaden the application of your research, I would consider supplying some direct support to the research effort.

Another possibility is the utilization of institutional research grants as a basis for developing staff and program development grants. There are a number of opportunities for the future.

JMK/pc

APPENDIX F



BREVARD COMMUNITY COLLEGE

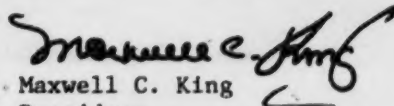
December 14, 1977

Nova Advisor Committee
Major Applied Research Project

Re: M. Kay Elledge

I am pleased to recommend and endorse the project that Ms. Kay Elledge is planning to do for her doctoral thesis. I believe the project that she is working on will be valuable to the community college field. Specifically, the impact of peer group counseling and the potential for service in the community college area is very important. The work that Ms. Elledge is doing with the WENDI and the WOW program for women at Brevard Community College places her in an ideal position to make a contribution to educational leadership and to the improvement of this institution through her project. I support it and encourage her continuation.

Very truly yours,


Maxwell C. King
President

MCK:bjc

Cocoa Campus, Clearlake Road, Cocoa, Florida 32922 (305) 632-1111
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OFFICE OF THE PRESIDENT

ACCTion

December 22, 1977

Mrs. M. Kay Elledge
Director, Continuing Education
for Women
Brevard Community College
1519 Clearlake Road
Cocoa, FL 32922

Dear Kay:

I have been reviewing activities of the ACCTion Program and your involvement with the ACCTion Program during the past year and would like to take this opportunity to thank you and highlight the significant accomplishments which are directly attributable to your work in regard to the WENDI and WOW programs and the extension of these programs to colleges in the ACCTion Consortium.

During the months of March and April, 1977, you assisted Mrs. Martha Ahearn at Arizona Western College, Yuma, Arizona, in a general review of their women's program. In addition you conducted a special three-day walk through of your WENDI and WOW programs conducted at Brevard Community College for Mrs. Ahearn. The outgrowth of this work was the establishment of a women's program at Arizona Western College patterned after the WENDI Program, to include utilization of WENDI forms, procedures, guidelines, etc. The usefulness of the planning that you and Mrs. Ahearn put into this program was evident when the State of Arizona granted Arizona Western College \$45,000 for Fiscal Year 1977-78 to establish a women's program at that institution. Based on the results of the Arizona Western success, we have worked together to establish a women's workshop which is now being presented to all 115 colleges in the ACCTion Program.

The first of these workshops was the Western Regional Workshop, conducted in Colorado Springs, Colorado, November 16-18, 1977. The second workshop is the Southern Regional Workshop to be conducted in Atlanta, Georgia, January 25-27, 1978, and the third is the North Central/Eastern Regional Workshop to be held in Pittsburgh, Pennsylvania, March 29-31, 1978. Upon completion of these three national regional workshops for ACCTion, you will have had an opportunity to present the WENDI and WOW Programs, as well as an overview of other women's programs which you are knowledgeable, to all 115 colleges. There will be three representatives from each institution present at these workshops.

Resource Development ACCTion Center
Brevard Community College, 1519 Clearlake Road, Cocoa, Florida 32922 305-632-1111

Mrs. M. Kay Elledge
Page 2
December 22, 1977

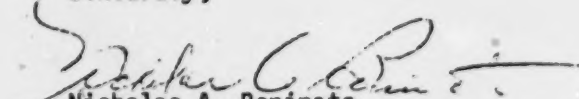
In preparing for these workshops, as well as obtaining background information to assist specific colleges in the ACCTion Program, you have visited Maricopa County Community College District, Phoenix, Arizona, and are currently scheduled to visit Lane Community College, Eugene, Oregon, in February, 1978. The superior quality of your work and your women's program has been recognized to the extent that you have worked as a consultant for the ACCTion Program at Lenoir Community College, Kinston, North Carolina, for the purpose of assisting this institution in identifying its needs for a women's program, as well as providing funding sources for such a program. At the present time, you have been requested by Yakima Valley Community College, Yakima, Washington, and College of Southern Idaho, Twin Falls, Idaho, to do a similar in-depth study for a potential women's program for these institutions. These visits should be completed sometime during the month of February, 1978.

Your assistance to my office in the area of women's programs has contributed to a large measure to the outstanding evaluations, both in the three workshops previously mentioned and the individual evaluations of the faculty and staff of the institutions that you have worked with (Arizona Western College and Lenoir Community College).

I wish to take this opportunity to thank you for your dedication and high quality of your work in making the women's program a viable program which has been well recognized throughout the United States. Through your efforts Brevard Community College has become recognized as an exemplary institution in the area of women's programs, and women-related programs. Thank you for an outstanding job well done.

Merry Christmas and Happy New Year. I look forward to our continued association in the coming year.

Sincerely,



Nicholas A. Beninate
Director

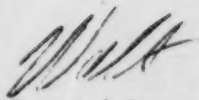
NAB:mlb

BREVARD COMMUNITY COLLEGE
Cocoa, Florida 32922

December 22, 1977

MEMORANDUM

TO: • Muriel Kay Elledge

FROM: Walter L. Gilfilen 

RE: Women's programs at Brevard Community College

Let me first commend you and your staff for doing an excellent job of organizing and implementing a variety of programs aimed at the needs of women. These have been studied by other institutions and replicated in a number of areas throughout the country. In addition, these activities have had a major impact on a number of programs here at the College.

Last week I completed site visits to two community colleges in California which had received funding from the U.S. Office of Education for several years, to develop programs including those for women students. Although there could be some bias involved, I honestly felt that the Brevard Community College group of programs for women far exceeded that of the California colleges visited, in size, scope and quality of services offered. A community college should serve not only the recent high school graduate who has particular needs, but also the woman in the community who has not yet discovered the college or its potential for her, and the woman who is ready for non-traditional employment but lacks skills and knowledge of opportunities available.

In addition to providing services to a wide range of clients, the BCC women's programs have also provided a broad spectrum of services, including counseling and self awareness development. I would concur that it would be advisable to evaluate the effectiveness of the total program, and to identify other possible departments of the College where components could be replicated.

I would suggest that the peer counseling and any other component of the various BCC women's programs deemed suitable for replication in other departments be identified and described in general terms to be readily understood by others who may be interested in adopting them.

Peer counseling, self-concept and career exploration activities, have excellent possibility for replication in other existing federally funded programs, especially in those dealing with high-risk students.

I would see possibilities for example in other CETA manpower training programs on campus. Study would be needed to determine whether such activities should be concentrated before or after skill training, or whether some activities would be more effective conducted concurrent with skill training.

The Special Services for Disadvantaged Students program at BCC, which is beginning its fifth year, is built on some peer counseling by tutors. I feel it would be advisable to study applications of the women's program to these high-risk students.

However, a real need at our or any other community college is to provide the most cost-effective and worthwhile individualized assistance to all incoming students,

Ms. Muriel Kay Elledge
December 22, 1977
Page 2

male and female, to help them with self-concepts, career goal setting, and ultimate course selection based on their realistic life goals. The need is especially acute with those high-risk students who are academically ill prepared, and socio-economically disadvantaged. Emerging needs for BCC and other colleges are for service to the physically and mentally handicapped students whom we are now committed to serving, more than in the past.

External funding, whether federal or private, should be available for supporting innovative applications of peer counseling, self-concept development and other models from our women's program. At present, BCC receives approximately \$2 million annually in federal program and project support. Some of these existing sources should be willing to provide developmental support, such as U.S.O.E. (SSDS), CETA, Administration on Aging, and National Science Foundation. In addition, program support could be forthcoming for a well conceived project from other agencies, such as USOE Vocational Education, Fund for Improvement of Postsecondary Education, and Handicapped Resource & Development program.

My best wishes for success in your planning, and I will be happy to work with you in any program development at BCC.

ka

January 11, 1978

MEMORANDUM

TO: Kay Elledge
FROM: A. F. Weigel *afw*
RE: Review of W.O.W. Program

Working with the Work Opportunities for Women Program for one year has given me an opportunity to see the impact it has had on the Industrial Division and the community.

Ms. Elledge's staff for the W.O.W. Program, which includes Marianne Brown and Beth Hyden, has done an excellent job working with the instructors of the Industrial Division and the students of the program.

The program was a success due to three unique features: (1) orientation of the women into the world of work and to the Industrial Division, (2) group counseling, and (3) accessibility of program coordinator and support staff.

The women who entered the program over the past year had no idea what the industrial world of work was like, nor what skills were needed to be a welder, machinist, small engines mechanic, etc. The week-long orientation program, which included lectures on rules and regulations, safety, curriculum content, and hands-on experience work in the shops, proved most valuable to the women. It enabled the students to better chose a program in which they felt they could succeed. There were very few program changes once the women had made the initial choice.

The counseling sessions proved to be the safety valve for the women. It gave them a chance to vent their frustrations, share their problems, and gain renewed confidence in themselves.

The counseling took on three forms, (1) professional (one-on-one) (2) group, and (3) peer. I cannot say that one of the three types of counseling was more effective than the other; however, it is my opinion that without it the attrition rate for the W.O.W. Program would have been high.

The key to the success for the W.O.W. Program was the establishment of the administrative office housing the program coordinator and counseling staff in close proximity to the shop areas. The easy accessibility to this office proved invaluable to the solving of immediate problems which developed daily concerning the students in the program and the instructional staff of the division.

APW/jlw

BREVARD COMMUNITY COLLEGE
Cocoa, Florida

MEMORANDUM:

December 16, 1977

TO: Muriel Kay Elledge, Director
Continuing Education for Women

FROM: Mr. Robert Anderson, Dean of
College-Wide Student Services

RE:

As an observer of the WENDI program here at Brevard Community College and the services that it provides for female students who are enrolled in both the academic and vocational-technical divisions, I would recommend the peer counseling concept for the WENDI students particularly in the vocational-technical area. Currently here at Brevard Community College the peer counseling program has been active for the past academic year working with the day-time students who enroll directly from our area high schools, and it has proved to be successful in assisting students to select courses for registration and, in some instances, career preparation in areas where provided. I feel that the WENDI program would certainly profit having peer counselors working with the students who are recruited by and supported through the WENDI program. This would certainly be a benefit to the type of students that enter into the female trainee program.

APPENDIX G

BREVARD COMMUNITY COLLEGE

MEMORANDUM

November 28, 1977

TO: Dr. Maxwell C. King
FROM: Muriel Kay Elledge

RE: Brevard Community College's
Participation in Counseling Study
of Six Two-Year Schools With Model
Counseling Programs/Women's Educational
Equity Act

Ms. Carol Eliason, Director of the Center for Women's Opportunities, AACJC, Washington, D.C., has requested that you send a letter to her indicating that Brevard Community College would like to be one of the six two-year schools studied for model counseling in women's programming. Ms. Eliason told me last week in Colorado Springs that she wanted Brevard Community College to be one of the six two-year schools studied in this new grant.

Vocational counseling and testing practices at two-year colleges will be studied by the American Association of Community and Junior Colleges under \$85,474 contract for the office of education. The project will develop a counselor's handbook on career interest/aptitude testing and a guide for sensitive non-sexes career counseling. The new study will build on findings of earlier AACJC research sponsored by the Carnegie Corporation, New York, which showed that only ten percent of women surveyed had received vocational testing. Six two-year schools with model counseling programs for women will be the focus of the study. Ms. Eliason has also asked that I send a letter indicating that the Office of Continuing Education for Women will participate and cooperate in this study.

I feel very pleased that Brevard Community College is one of the six schools being considered since the peer group counseling experience of the WENDI program and the WOW program have been so very effective.

Thank you very much for your support, and if you have any questions regarding this matter, please call me.

MKE:alp

Ms. Eliason's address: Ms. Nancy Carol Eliason
Center for Women's Opportunities
American Association of Community and Junior Colleges
One Dupont Circle, N.W.
Suite 410
Washington, D.C. 20036



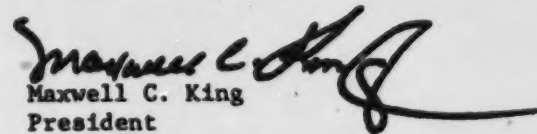
December 1, 1977

Ms. Nancy Carol Eliason
Center for Women's Opportunities
American Association of Community
and Junior Colleges
One Dupont Circle, N.W., Suite 410
Washington, D.C. 20036

Dear Ms. Eliason:

Brevard Community College would like to participate as one of the six (6) two-year schools to be studied for model counseling in women's programming. Please let me know if any other information is required for BCC to be considered for participation in this study.

Very truly yours,


Maxwell C. King
President

MCK:bjc

cc; Ms. M. K. Elledge

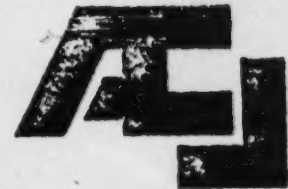
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OFFICE OF THE PRESIDENT



BREVARD COMMUNITY COLLEGE

American Association of Community and Junior Colleges



December 1, 1977

RECEIVED

DEC 19

PRESIDENT'S OFFICE

December 14, 1977

Ms. Nancy Carol Eliason

Center for Women's Opportunities

Dr. Maxwell C. King, President, Association of Community

Junior Colleges

Brevard Community College, Suite 410

Cocoa Campus, D.C. 20036

Clearlake Road

Cocoa, FL 32922

Dear Dr. King: Brevard Community College would like to participate as one of the six (6) two-year schools to be studied for model counseling in women's programs. Brevard Community College has been selected to be featured in our WEEA Grant as one of six colleges with exemplary outreach, counseling and vocational testing plans for women.

Among direct benefits which will directly accrue to your college are:

- 1) An opportunity for staff to participate in a 2-3 day consultation with Center for Women's Opportunities' Staff during the 1st quarter of 1978. Specific dates will be agreed upon at the convenience of your staff. Some options are listed below.
- 2) The college's programs will be featured in a report prepared for the WEEA staff of the U.S. Office of Education and published in September, 1978.
- 3) A member of the college staff will be invited to participate in the Center for Women's Opportunities forum on the project to be held at the Atlanta AACJC Convention, April 9-12, 1978. (Cost to be assumed by the college.)
- 4) Staff will have an opportunity to exchange resource materials packets with the other colleges featured in the project. (At no cost to participants.)

MCK:bjc

cc; Ms. M. K. Ellledge

Cocoa Campus, Clearlake Road, Cocoa, Florida 32922 (305) 632-1111
Brevard County

OFFICE OF THE PRESIDENT

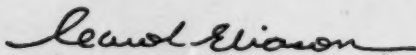
BREVARD

-2-

- 5) Staff will be invited to submit articles for inclusion in the Counselor's Handbook which will be produced during the project.

A copy of the grant is enclosed for reference use by you and your staff.

Sincerely,



N. Carol Eliason, Director
Center for Women's Opportunities

NCE/cew

Enclosures

SITE VISIT: January 30-31, 1978



**COWLEY COUNTY COMMUNITY COLLEGE
& VOCATIONAL - TECHNICAL SCHOOL**
ARKANSAS CITY, KANSAS 67005 316-442-0430

October 24, 1977

Ms. Kay Elledge, Director
Continuing Education for Women
Brevard Community College
1519 Clearlake Rd.
Cocoa, Fla. 32922

Dear Ms. Elledge:

Enclosed is a rough draft of a proposal I am putting together for initiating efforts on our campus to help women realize the expanding roles and opportunities available to them. I request your services as a consultant for this effort.

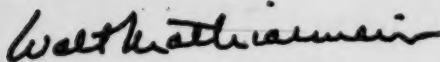
The proposal includes details of the kinds of services you would provide, probable lengths of time on our campus, and estimated cost for travel, per diem, and honorarium. Please send to me a letter indicating whether or not you will serve in this capacity, and any adjustments in the cost estimates you might require or anticipate.

You have been strongly recommended to me by our Director of Resource Development, Philip E. Buechner, Jr., and President, Dr. Gwen Nelson, who were on your campus this past summer. (We participate in the ACCTion Consortium headed by Dr. Beninate of your campus).

I plan to submit this proposal for state funding on a 50-50 match. It may subsequently be submitted to other agencies. If we submit this to Title III, Brevard Community College

would be named as an Assisting Agency with you providing the required services. In that case, your letter of commitment would be included with the proposal and should bear Dr. King's signature as well as your own. I sincerely hope you will serve in this capacity.

Respectfully,



Walt Mathiasmeier, Director

CSCE

WM/ras

APPENDIX G

March 24, 1977

Kay Ellege
Work Opportunities for Women
c/o Manpower Planning Staff- Brevard County
2575 North Courtney Blvd.
Merritt Island, Florida 32952

Dear Ms. Ellege:

This letter is to confirm the verbal invitation extended to you recently to conduct a workshop for the Women and CETA conference to be held in Chicago on May 12-13, 1977.

After reviewing CETA funded programs from throughout the country, four were selected on the basis of applicability to Illinois and success in counseling and training women in non-traditional occupations.

I am pleased you have accepted our invitation and am confident that your presentation will greatly benefit our conference participants.

Enclosed you will find a conference brochure outlining conference objectives and schedules. Your presentation will be made on Friday, May 12 from 1:00-4:00pm. I would anticipate your presentation would take 20-30 minutes followed by a question and answer period lasting approximately 15 minutes.

Also enclosed is a copy of a questionnaire which was sent to CETA programs for women funded this past summer. Your presentation should include similar information, but need not be limited to the points therein. The Governor's Office of Manpower and Human Development has requested that the following information should also be emphasized: detailed financial data including specifics on cost per placement and other administrative costs; sources of funding and history of your CETA funding specifying funding bodies and CETA Titles.

It would be useful to incorporate the funding and financial data into a hand-out which will be given to the participants at the workshop. We will be able to reproduce this in sufficient quantity if we receive it at least two weeks prior to the conference date. You are, of course, welcome to bring any other written materials which you feel are pertinent. You should anticipate approximately 100 copies. If you need any audio-visual equipment for your presentation please let me know as soon as possible.

The Coalition will provide you with an honorarium of \$150, transportation costs, and \$14 per day for food. A prepaid room at the Sheraton-Chicago will be reserved in your name for the nights of May 11th and 12th. You will also be reimbursed for limosine costs to and from the airport if you are taking a plane.

If you make plane reservations, please inform me as to the airline and flight so that I can send your plane ticket.

If these arrangements are satisfactory, please sign and return the duplicate of this letter. I look forward to meeting you in May.

Sincerely,

Brooke Stengel Kolar

BSK:jbr

I accept the conditions set forth in this letter.

Signed _____ Date _____



Resource Development ACCTion Center • Brevard Community College
1519 Clearlake Road, Cocoa, Florida 32922 • (305) 632-1150/1111

December 15, 1977

Dr. Maxwell C. King
President
Brevard Community College
1519 Clearlake Road
Cocoa, FL 32922

Dear Dr. King:

During the past few months Mrs. Kay Elledge, Director, Continuing Education for Women, has been assisting the ACCTion Program and participating as a program presenter at the ACCTion Regional Workshops. The first workshop was held in Colorado Springs, Colorado, November 16-18, 1977; the next will be held in Atlanta, Georgia, January 25-27, 1978; and the third workshop will be held in Pittsburgh, Pennsylvania, March 29-31, 1978. At these workshops Mrs. Elledge presented a complete analysis concerning the WENDI and WOW Programs currently being supported by Brevard Community College.

In reviewing the evaluations covering the Western Regional Workshop at Colorado Springs, it was noted that the women's program as presented by Mrs. Elledge and Mrs. Carol Eliason received the highest ratings by the participants of any of the presentations made at this Workshop.

In preparing for these workshops, Mrs. Elledge has also assisted ACCTion by visiting and working with several colleges on their women's programs. She visited and worked with Arizona Western College in Yuma, Arizona, through Ms. Martha Ahearn during the months of March and April, 1977. The purpose was to assist Arizona Western in assessing their needs for, and the potential for the establishment of a women's program at that institution. The results of this visit and work was the State of Arizona funding a women's program at this institution of \$45,000 for this Fiscal Year. It should be noted that Arizona Western is modeling its women's program on the Brevard Community College WENDI Program to the extent of modifying WENDI forms and curriculum to meet the needs of Arizona Western College.

Mrs. Elledge has worked with the school system of Phoenix, Arizona, Maricopa County Community College District, for the purpose of obtaining information and new ideas reference various aspects of their women's program. This information, along with the experience gained in working at Yuma, Arizona, as well as her first-hand knowledge of the WENDI and WOW Programs at Brevard Community College, form the basis of the presentation that she made at the ACCTion Western Regional Workshop in Colorado Springs.

Dr. Maxwell C. King
 Page 2
 December 15, 1977

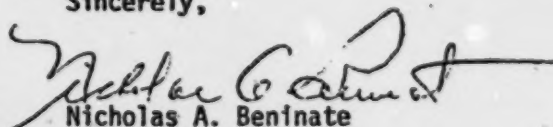
In addition to the above, she has traveled to Lenoir Community College, Kinston, North Carolina, for the purpose of assisting this institution in identifying their needs for a women's program, as well as possible funding sources for such a program. This action was based on a request from the institution for her assistance. Lenoir Community College is presently reviewing and considering the establishment of a women's program modeled on the WENDI Program at Brevard Community College.

We have recently received a request from Yakima Valley Community College, Yakima, Washington, for Mrs. Elledge to work with this institution, as well as College of Southern Idaho, Twin Falls, Idaho, in reviewing the needs for, and the possible establishment of, a women's program at these institutions. She will be visiting these colleges sometime during the month of February, 1978, and while in this area will spend some time with Lane Community College, Eugene, Oregon, for the purpose of reviewing their women's program.

Mrs. Elledge's participation in assisting the ACCTion Program this year has had a direct impact on the institutions mentioned above, as well as created an awareness in the possible need for the establishment of women's programs at the 115 institutions served by the ACCTion Program. I would like to take this opportunity to thank Mrs. Elledge for her dedication and high quality of her work in assisting us so far this year, and look forward to working with her in the next two Workshops currently scheduled.

Brevard Community College can be proud of the fact that a member of its staff is moving among a significant number of junior and community colleges and is making the significant impact that Mrs. Elledge has made on these institutions.

Sincerely,


 Nicholas A. Beninate
 Director

NAB:mlb

cc: Mrs. Kay Elledge ✓

LETTERS ALSO SENT TO:

Mr. Walter Gilfilen
 Mr. Robert Anderson
 Mr. A. F. Weigel
 Dr. Joseph Keller

APPENDIX H

BREVARD COMMUNITY COLLEGE
Cocoa, FloridaMEMORANDUM

December 15, 1977

TO:

FROM: Muriel Kay Elledge, Director
Continuing Education for Women

RE: MAJOR APPLIED RESEARCH PROPOSAL AS PER OUR CONVERSATION

My experience with the Resource Development ACCTion Center at Brevard Community College has indicated positive impact on other community colleges in initiating women's programs. Direct technical assistance has assisted Arizona Western, Yuma, Arizona and Lenoir Community College, Kinston, North Carolina. Cowley County Community College in Arkansas City, Kansas, has requested assistance. Community College workshops for over 75 colleges on the adult re-entry woman and her specialized needs have been conducted in San Francisco, California in 1976; Kansas City, Kansas in 1976; and Philadelphia, Pennsylvania in 1976. The 1977 Colorado Springs, Colorado workshop was conducted on this subject for over 35 colleges. Evaluations were excellent. Additional workshops are planned for Atlanta, Georgia in January 1978 and Pittsburgh, Pennsylvania in 1978. ACCTion Consortium on-site visitors and other visitors from individual community colleges to Brevard Community College women's program have averaged two per month for two years.

If you have any specific questions or need additional information about this subject, please contact my office.

Thank you very much.

MKE:alp

COPIES SENT TO:

DR. KING
AL WEIGEL
BOB ANDERSON
WALTER GILFILEN
NICHOLAS BENINATE
DR. KELLER

APPENDIX H

BREVARD COMMUNITY COLLEGE
Cocoa, FloridaMEMORANDUM

December 15, 1977

TO:

FROM: Muriel Kay Elledge, Director
Continuing Education for Women

RE: MAJOR APPLIED RESEARCH PROPOSAL AS PER OUR CONVERSATION

The attached memo is to verify the impact that the ACCTion Consortium has had on other community colleges in implementing women's programs.

MKE:alp

Attachment

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AL WEIGEL
BOB ANDERSON
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DR. KELLER

APPENDIX H

BREVARD COMMUNITY COLLEGE
Cocoa, Florida

MEMORANDUM

December 15, 1977

TO:

FROM: Muriel Kay Elledge, Director
Continuing Education for Women

RE: MARP RECOMMENDATIONS FOR PEER GROUP COUNSELING AT BREVARD
COMMUNITY COLLEGE, AS PER OUR CONVERSATION

I would appreciate your written reaction to possible recommendations evolving from the major study on peer group counseling (women's program) that I gave you. As soon as my proposal is officially on file at Nova, I will send you a complete copy.

Thank you very much.

MKE:alp

COPIES SENT TO:

DR. KING
AL WEIGEL
BOB ANDERSON
WALTER GILFILEN
NICHOLAS BENINATE
DR. KELLER

Survey conducted in July, 1977

117 colleges surveyed

110 (94%) responded (not all

answered every question)

ACCTion Consortium

1977-78 Regional Workshops

Results of Survey Topics on Non-Traditional Students

1st Choice		1st + 2nd Choice		1st + 2nd + 3rd Choice		1st, 2nd, 3rd, 4th Choice	
Ranking	Topic	Ranking	Topic	Ranking	Topic	Ranking	Topic
1	Women (30) 29.7%	1	Women (49) 23.3%	1	Women (62) 19.9%	1	Women (66) 16.0%
2	Minorities (15)	2	Minorities (33)	2	Minorities (47)	2	Minorities (62)
3	Undereducated (15)	3	Undereducated (32)	3	Transition (46) Persons	3	Transition (58) Persons
4	H.S. Seniors (11)	4	Undereducated (24)	4	Undereducated (38)	4	Undereducated (54)
5	Handicapped (10)	5	H.S. Seniors (21)	5	Elderly (32)	5	Elderly (47)
6	Transition (7)	6	Handicapped (20)	6	Handicapped (28)	6	H.S. Seniors (34)
7	Elderly (6)	7	Elderly (14)	7	H.S. Seniors (28)	7	Handicapped (34)
8	Mobile (3)	8	Mobile (8)	8	2nd Language (11)	8	2nd Language (20)
9	Isolated (3)	9	Isolated (6)	9	Mobile (10)	9	Isolated (20)
10	2nd Language (1)	10	2nd Language (3)	10	Isolated (10)	10	Mobile (17)

Minority Groups	1st Choice	2nd Choice	3rd Choice	4th Choice
Blacks	51	20	7	0
Spanish Speaking	12	23	11	9
American Indian	12	15	19	17
Asian	2	8	15	24

Appalachian Mountain student/people were mentioned by 2 colleges as a 1st choice; one college mentioned

Scandinavian students as a 1st choice.

One college mentioned Vietnamese as 2nd choice; one as 3rd choice.

One college mentioned Europeans as a 3rd choice.

Is there a need for information on how to develop and conduct needs assessments?

Yes - 94 No - 8 No Answer - 8

Is there a need for sessions concerning structural arrangements?

Yes - Weekend College - 70 No - 12

Other campuses - 27

Outreach centers - 69

Colleges without walls - 54

Other kinds of "structural arrangements" mentioned by individual colleges:

- Contractual arrangement with business & industry
- College on wheels
- Evening college
- Breakfast college
- Summer sessions
- Women's Center
- Design of course structure
- Special semester for seasonal workers
- Self-paced individual instruction; Open Labs
- Student created curricula in career fields
- Media/learning resource support for programs
- Tuesday-Thursday college
- Testing for competence

Information needed concerning assessment and evaluation of life experiences?

Yes - 83 No - 25 No Answer - 2

Student clienteles most often mentioned as need special assessment?

- Women - 23
- Transition students - 13
- Adult students ("working" often mentioned) - 14
- Elderly - 13
- Racial minorities - 13
 - Blacks mentioned specifically 7 times
- Handicapped - 8
- Undereducated - 6

Need for information on funding strategies?

Yes - 97 No - 9 No Answer - 4

Staff Problems mentioned in Open-ended question about staff:

- . Adjunct/faculty in-service training.
Internships for staff.
- . How to recruit minority staff members to a rural community college which has practically no minorities living in the community.
- . Recruitment strategies.
- . How to inform the regular faculty about the special learning needs of non-traditional students.
- . Recruitment of qualified staff in areas such as hearing impaired.
- . Recruitment of high school seniors, women and blacks.
- . Recruitment.
Counseling, before/during.
Additional student services needed.
- . Recruitment.
- . Finances, staffing.
- . How does one convert a tenured traditional staff into a non-traditional staff?
- . Recruitment and development of non-traditional staff.
- . Physical location of the institution.
- . Yes, Handicapped in each area (recruitment, placement and development).
- . Any special problems or concerns may be worth discussing.
- . I need to know approximate cost data and appropriate staff ratios.
- . Psychological orientation for institutional staff and faculty. How to deal with special minorities.
- . Recruitment/job placement/cultural differences.
- . Payment of staff personnel.
What credentials do they need, etc.?
- . Staff development to be able to motivate and help retain minority itinerant students.
- . Reconciliation between the perception of student needs as seen by the staff member and the students themselves. Avoidance of using traditional activities, planning and resource utilization for those who have rejected such an environment.
- . Recruitment of women.
- . Special training workshops for staff working with non-traditional students.

- . 1) institutional funding-tough to get.
- . 2) faculty acceptance of non-traditional staff.
- . 3) finding qualified non-traditional staff.
- . 4) making them feel part of the institution.

- . Develop methods/resources for faculty/administrators so as to keep marginally motivated students on campus.
- . Recruitment of qualified personnel.
- . Development and training of staff.
- . How to recruit adequately qualified black instructors for a college in rural South.
- . Staff development for faculty to assist them in dealing with the non-traditional student.

OTHER TOPICS mentioned in open-ended question:

- . Use of peer counselors.
Involvement of parents in minority student programs.
- . How to identify which non-traditional students the institution can appeal to.
Some marketing strategies, programming, recruitment and commuter vs. residential.
Summer programs for juniors and seniors in high school (various kinds of programs).
- . Any topics pertaining to woemn would be of benefit to us (from a women's college).
- . Federal funding for non-traditional programs: need to gain favorable review vs. traditional.
- . I am disappointed that this will be the major theme for the year. Due to no Fault of ours we happen to be a small private college in the mountains with a traditional student enrollment. I hope there will be other alternatives in our participation during the year.
- . Try to find a different word for non-traditional. Who wants to be a "non" anything?
Jail programs.
Labor programs.
- . Establishing linkages with business, community agencies, etc.
Model programs - career change.
- . Staff preparation.
Adjustment to policy and procedure needed for new group.
- . Grants available for non-traditional student populations.
- . Financial aid for non-traditional students.
Placement for non-traditional students.
- . How can the small two-year college (limited staff) deal with OJT (skills upgrading, etc.) for small local business and industry (too small to provide minimum number of students for non-site courses or workshops)?

- . Changing life-styles and careers for women.
Re-entry orientation for retirees.
- . Labor studies
Working with small businessmen.
- . Continuing education courses such as law, real estate, taxes, etc.
- . Motivation of interest in learning for rural blacks.
- . Cognitive style mapping.
Current programs and methods for reading instruction.
- . How to reach adult working people (factory, plant, etc.) workers who want more from life, but are afraid to start college..are afraid they cant catch up to young students; how to assess their life experiences for college credit.
- . Financial assistance.
Medical assistance.
Child care centers.
- . We recognize that the new student comes in the "front" door and that he/she has unique needs, however, we must explore what happens (different needs arise) after entrance.
- . Review of some successful non-traditional programs and educational delivery systems for non-traditional students.
- . Why are the programs really being established and do they have full and visible administrative support so they have a chance to succeed?
- . CETA and the non-traditional student.
Individualized instruction and how ti can help or hurt the NON-traditional student.
Other instructional strategies.
Curriculum and non-traditional students.
- . . 1) How to obtain qualified consultants outside your own professional staff
. 2) Fee structuring policies in non-traditional classes, seminars & workshops
- . Transient credit programs.
Professional refresher mini-credit courses.
- . Motivation of the minority person.
- . Remedial programs.
Retention - how long?
What is success for these students?
- . Process of integrating our programs with local business.
- . Human resources development.

UNIVERSITY OF CALIF.
LOS ANGELES

JUN 30 1978

CLEARINGHOUSE FOR
JUNIOR COLLEGES